

French notebook

'Je m'appelle Kung Fu...'

In 1968 France glimpsed the spectre of revolution: its flashpoint was education. Since then, a massive exercise has been under way to reform the French education system, from the universities to the nursery schools and from the centre outwards, making it more open, flexible and democratic.

But as the spectra has receded, helped by Giscard d'Estaing's victory in the presidential election, the narrowness of which is often comfortably forgotten, the zeal for reform, according to *Le Monde*, has been tempered by political considerations and delay, and the students' conformism increased by scarcity of jobs.

This has produced the to us, curious spectacle of a far-from-left-wing Government introducing educational reforms which decentralize administration, introduce new vocational qualifications, impose unstreamed comprehensive schooling to 14 plus, and set up democratic councils in the schools, all, though, in the name of the common good, and with the teachers' unions and the students.

The unions are clearly more left-wing than the government, even if they are not described by everyone in quite the dismissive way that officials refer to them as obstructive "gauchistes". Student demonstrations have become so routine that they are shrugged off by administrators as an inevitable rite of spring.

I visited France last week as one of a group of journalists invited by the French Government. The tour began, very properly, given a system centralized with Napoleonic thoroughness, with a round table meeting in the Ministry of Education—that is, the ministry concerned with education up to 13.

It was explained that the broad outlines of the comprehensive reform had been passed last summer but that the details were still being negotiated and would appear as separate texts over the next few months. Indeed the Minister, M. René Haby, was unable to come to a reception in the elite hotel, the eighteenth century salon below his office because he was at work on a new programme to encourage music teaching in schools. And one of his senior lieutenants arrived after the champagne had been flowing for some time because he had been dealing with the text on primary schools.

This, he explained, would suggest that since streaming in primary schools (six to 11) was forbidden and since failure at 11 meant repeating the final year, which was psychologically bad, children should be assessed during their first term at primary school. Some of them could then have two years to learn to read and write rather than be expected to achieve these basic skills in one.

Such an ambition for the first year sounded less unrealistic after we visited a nursery and primary school in Paris. Nearly all French children go to nursery school though it is voluntary. In this school, the classes of five-year-olds were well on their way to reading and writing, taught by usual infant school methods closely associated with excellent creative work. (It is a pretty privileged school.)

In the boys' primary school next door, six-year-olds were filling squared exercise books with almost adult joined up writing. Blackboards were covered with grammatical exercises and sums and the classroom walls with children's art work on the sculptures of Persepolis and the Museum of Modern Art. There were also jolly figures with balloons coming out of their mouths saying: "Je m'appelle Kung Fu."

Orientation, s'il vous plait

The introduction of unstreamed comprehensive schools up to 14-plus is producing an odd schizophrasia. In theory the choice is made overnight. In practice things are not so simple. According to the Ministry, 80 per cent of 11-year-olds go to the CEGs (the comprehensive schools) of which there are now some 3,000. However, 700 to 800 CEGs (the equivalent of secondary moderns) still exist and there are still *lycées* (equivalent to grammar schools) taking children at 11—for example between 40 and 50 per cent of the children from the Paris primary school we visited.

My inquiries about how many children were in each of the three streams, in which all schools were divided were greeted with the automatic answer, "There are no more streams." But the CES Charles Munch in Grenoble did have a group—less than a third—who followed a restricted version of the common curriculum because they cannot keep up. And a small group of boys with low IQs have special instruction in, for example, car maintenance. In another CES we were shown workshops where girls of similar ability taught sewing.

Above this level, the first two years in the Charles Munch school are deliberately mixed by ability, sex and social background, but the head says she is unusual in insisting on this. In the third year when children choose a second foreign language and can begin Latin, she finds that the children of higher ability and social class opt for Ger-



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man, the lower for Italian. (There are a lot of Italian families in Grenoble.) Only those thought able to cope are allowed to do Latin. At this point, classes for all subjects are set according to language choice. Furthermore, this particular school had an experimental music stream who are cocooned from the rest in smaller classes and study music at the new and magnificently equipped Grenoble Conservatoire next door.

By the third year in the CES, the process of "orientation" for the second stage of secondary education is well advanced. "We do not like to use the word selection," France's, we were told (to catch phrase of the tour). Those going into apprenticeship may do so at 14 but under strict control. The rest are guided on the basis of parents' choice and their confidential scholastic dossiers to second cycle secondary schools.

In recent years special efforts have been made to improve the image both of technical studies and of the technical *lycées*, bringing them up to parallel the more prestigious general *lycées*. At the Emmanuel Mounier *lycée* in Grenoble, a compulsory course in industrial technology has been introduced as part of an experiment with core subjects and options for the *baccalauréat* which brings it nearer to our A level.

In the electronic technology *lycée* Edouard Branly in Lyons, an impressive establishment with 1,140 pupils aged 14-18, 282 boarders, 40 girls and 7,000 square metres of generously equipped workshops, they have a growing, though still small, number of pupils from families of the *haute bourgeoisie*. They also have a growing number of candidates doing the three-year course which leads to the *baccalauréat* in technical subjects and so to the technical universities and also to the *grandes écoles*.

France's most prestigious institutions of higher education. Competition for places has now increased so that children from what used to be the third stream have very little chance of getting in even for the short two-year courses which produce a technical qualification.

Very sad

What then becomes of the less able pupils? At this point my halting French apparently, became totally incomprehensible. Some, it seems, will have had to repeat a year at some stage and are still in the CES, at 16 when they are allowed to leave. Some technical *lycées* have special departments for early leavers. And in some areas they remain in the old CEGs.

In general the impression was unavoidable that this group remain as yet untouched by the reforming spirit. "For them it is very sad," as one head said.

Efforts are being made to introduce more freedom and flexibility into the curriculum. This is being done in schools by bold spirits like the head of CES Charles Munch who interprets as broadly as she dare the freedom given to teachers to use what methods and materials they like to teach the subjects specified in the curriculum. The Government are also helping. For example, a tenth of the timetable is now set aside for activities chosen by schools councils and taught by teams of teachers.

At the Emmanuel Mounier *lycée*, this 10 per cent has been taken as a block during the summer term, in the first year 400 pupils were taken to live with farming families in the mountains. The second year they ran social studies in the city, but a survey among parents, pupils and teachers revealed that this had not been a total success. Parents and pupils liked the scheme, though some pupils complained that the "banalisation du temps scolaire" was a waste of time. The teachers, however, were divided. Of 120, 68 did not answer or of those who did 44 were in favour, 14 abstained and seven were against. "They complain about restriction, but when you give French teachers their liberty they don't know what to do with it," the head observed.

At Charles Munch, paradoxically, the head was making the 10 per cent time her Bastille Day. Such activities cost money, the school had none to spare and the children came from families who could not afford to pay. Until the administration produced grants she was not going to use the 10 per cent time. Tuxed with this question over an hour and a half, the head had none to spare and the children came from families who could not afford to pay. Until the administration produced grants she was not going to use the 10 per cent time.

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Lincoln left-winger steps into DES job

Mrs Margaret Jackson, the new Parliamentary Under-Secretary at the Department of Education and Science, is a trained engineer—and a left-winger. She replaces Miss Joan Jackson, who resigned over the cuts in public spending.

In the October, 1974, General Election she defeated Mr Dick Taverne, the right-wing Labour rebel and socialist Member of Parliament. She described herself to voters as being slightly to the left of centre.

Miss Jackson, who is 33 and unmarried, was educated at Notre Dame High School, Norwich, and Manchester College of Science and Technology. She was an experimental officer in the college's department of metallurgy before switching to politics.

During three years as a research assistant in Transport House she is understood to have concentrated on nationalisation and consumer protection.

Before she fought Lincoln, she was a special adviser to Mrs Judith Ariani and a member of the Labour Party group which produced the proposals for the National Enterprise Board. After the election she became Mrs Hart's Parliamentary Private Secretary.

In November 1974 she signed a motion calling for massive defence cuts. The following January she was appointed assistant Labour whip to replace Mr Walter Johnson.

Her parliamentary career so far has not betrayed any special interest in education. But by appointing a left-winger as a replacement for Miss Joan Lister the Prime Minister has maintained the political and sex balance of his government.



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Goodbye Mr Chips— with everything

Generous compensation and pension terms are to be offered to teachers made redundant after 50 page 3

Selection by voice

Choir schools will be exempted from the provisions of the new Education Bill outlawing selection, the standing committee on the Bill were told this week. And, since debate on amendments has been so prolonged, the Government are planning all-night sittings of the committee page 3

Common doubt on 16-plus

Only one in five commenting on 16-plus common examinations are in favour, but the Schools Council say there is no point in delaying the decision page 5

Get together

A joint DES/DHSS circular urges local authorities to coordinate services for the under-fives. Dr Alan Little calls for more awareness of their cultural backgrounds. Frances Stadden reports page 6

Teenagers' views on work and college

Stephen Cohen analyses a survey commissioned by the DES to find out why fewer young people than expected are going into higher education page 8

Empire of Who?

Kitty Mosovsky looks at the work of six leading contemporary French dramatists and previews a festival of their works which is about to open in London page 20



Catching them young

In describing his work with children on the Writers in Schools scheme, Ronald Blythe, author of *Akenfield*, recalls his own early efforts to become a writer. pages 18, 19

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The 16-19s, maths staff, reorganisation in A-level, banding, first appointments, teachers, in Kent, R. J. Cooper on geography materials; Frances Stadden on how a Staffordshire school are building a railway.
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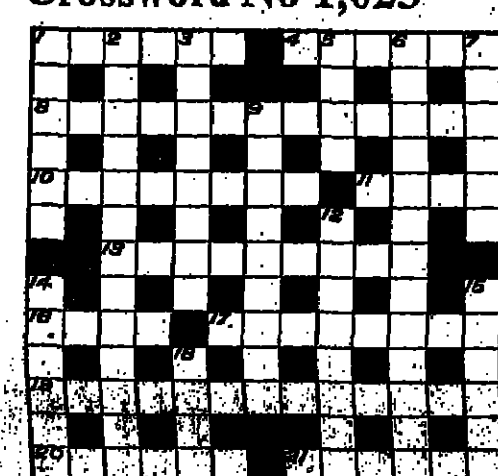
TES Extra: History

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Classified ad index

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Crossword No 1,023



Across
1 As the young rook said, what am I called by parents? (6)
4 The summary is not quite exact (6)
8 How a vegetarian would let the cat out of the bag? (5, 3, 5)
10 Not quite the temperature of the hot pepper (8)
11 See 19 (4)

Down
1 Means of physical labour (6)
2 Is entry here through wicket gate? (7, 5)
3 Like rather shabby clothes displayed to advantage on someone (4, 4)
5 Office garment perhaps (4)
6 Troubles for tea making? (9, 4)
7 Observe how into runs, what other planets circle other stars? (FIVE)
9 Heart-free in future (9)
12 Does it have a blond cast? (4, 4)
14 Bottle with which to make a drink (6)
16 From the Mediterranean catchword (6)
18 As painted upon a painted ship Upon a painted ocean? (Coleridge) (4)
19 Do they conceal a hole from the 11? (7, 6)
20 The sort of clau in which I deny everything (6)
21 By streamer go to America (6)

Down

13 Suggests the rotation of the rots (4, 5)
16 But the person needs no remedial skill for his (4)
17 Fish Street, where no waiting is encouraged (8)
19 Do they conceal a hole from the 11? (7, 6)
20 The sort of clau in which I deny everything (6)
21 By streamer go to America (6)

Maths teaser

Magic numbers: The fraction one-seventh, when expressed as a decimal, is 0.142857. These six figures make a magic number 142857, which is clearly a multiple of 9, since 1+4+2+8+5+7=27. It is also a multiple of 11, since (1+2+5) differs from (4+8+7) by 11.
(i) Multiply 142857 by any number between 1 and 10, except 7. Divide the product by 9, and multiply your answer by 7. What do you discover? Can you explain your discovery?
(ii) From this Magic Number, several others can be derived. E.g. 47619, multiply it by any number between 1 and 10, except 7. Divide the product by 9, and multiply the result by 7. Can you explain why 47619 is a Magic Number?
(iii) Can you find another Magic Number of five figures, that when multiplied by any number less than 10, and then multiplied by 7 yields the same result?

Maths teaser

(iv) Find the prime factors of 142857; you can use them to construct other Magic Numbers. Number magic: Write down any number less than 100 which has two different digits. Find the sum of the digits: 3+8=11. Multiply this sum by 10: 11x10=110. Subtract the original number: 110-38=72. Add the sum of the digits: 72+11=83. (i) What connexion has the final number with the one chosen? (ii) Repeat these calculations, using the final number as the chosen number: what do you discover? (iii) Repeat these calculations, starting with any number less than 100, which is a multiple of 11. What do you discover?

Learning to live with the baby slump

It has become increasingly clear that the decline in the birth rate each year since 1963 is going to dominate educational planning for the next ten years and beyond. It has already been the main force behind the traumatic reorganisation of teacher training. It is at the centre of the present debate about education spending. And now, as reported in page 3, it is going to have a direct impact on the professional lives of teachers. The early retirement scheme is introduced.

Of course, it is true, as that demonstration patterns change—there is no guarantee that the present trends will continue. Every major decision about education in the light of demographic change is a gamble. But at exactly the point when the new data are being gathered, the decision to train the present number of teachers and to employ them all would result in a steadily expanding profession while the school population declines. This would be unacceptable to the Chancellor and to the ratepayers alike. Already it is obvious that a growing proportion of those now being trained will be unable to get jobs as teachers. What is now being discussed is a teacher-education programme stabilised to maintain a teaching force of 460,000—provided the retention of a staff of this size in a period of declining numbers can actually be defended against expenditure cuts and the demands of other services. If the birth-rate continues to decline this must seem pretty unlikely.

Hence the decision to pare down still further the annual intake of non-graduate students to 12,000 and limit the intake of postgraduate students. Hence, too, the proposals for early retirement—in reality an expensive compulsory redundancy scheme on generous terms which will be needed to overcome the personnel management difficulties caused by the large number of teachers who will be in the middle ranks of the profession and the small number of new entrants each year. The teachers' union will dislike the idea of compulsory redundancy, but can hardly grumble at the Crombie terms; union members themselves will suffer if the promotion ladder is blocked.

Emotive as the idea of redundancy is, something along these lines is certainly going to be needed. But expedients of this kind are no substitute for the larger need to integrate teacher education more fully with the rest of higher education.

and, as Lord Alexander has recently emphasized, achieve flexibility by regarding the education of a teacher as a valid form of higher education in its own right. If this means challenging once again the shibboleth of the concurrent course, so be it. To postpone the stage at which students commit themselves to teaching would do more than anything else to ease the process by which the supply of teachers is adjusted to expected demand. The BED with its special, vocational, designation has been one way in which the universities have succeeded in keeping the teachers in their place. Now is the time to take a belated look at this, and in the process of getting a genuine graduate profession with four years' higher education and training, increase the vocational range of student expectation to compensate for the narrowing of opportunities in primary and secondary schools.

No comment

Classics, High School of Dundee: Latin. See under: "Physical Education (Scotland)". Classified ad from Grapevine.

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How the SEA won power and influence

by Philip Venning

The Socialist Educational Association's claim to have six votes in Newham North East Labour Party should be investigated by the Labour Party National Executive Committee, an NEC subcommittee decided on Monday.

This follows complaints about the voting strength of the SEA brought by Mr Reg Prentice, who is fighting to regain nomination as the constituency's Labour candidate. His supporters received a setback a fortnight ago when they failed to be elected to offices in the party. Among those who voted against them were representatives of the SEA.

Normally an organization affiliated to the Labour Party is entitled to one vote for every 50 members. So to qualify for six votes the Newham branch of the SEA would need 300 members. But Mr David Robinson, the general secretary of the SEA, said last week that the 70 members only had about 70 members.

The branch is one of nine new branches which have sprung up unexpectedly (or been revived) within the last year. Three branches in East London—Newham, Hackney, and Waltham Forest—only started in the last few months.

This has led to allegations that Trotskyite groups are using affiliated organizations like the SEA to build up their strength in the constituencies.

Mr Robinson admitted that there had been a sudden increase in SEA membership in the last 12 months. It was now nearly 1,000. Most of the new members were young.

But he denied that it was possible for SEA branches to be taken over by extreme groups. All members had to accept the rules and constitution of the Labour Party, and sign a statement that they did not

belong to any organization that was not eligible for affiliation to it. Though the SEA's new popularity was unexpected (they had not had a recruiting drive), it was in line with increasing membership of other organizations like the Fabian Society, and the Labour Party itself. Of about 20 branches in the country, nine were formed recently. These included branches in Avon, York, and Staffordshire.

The SEA was set up in 1927 as the National Organization of Labour Teachers. In 1960 they decided to widen membership to include anyone directly concerned with education, and changed the name.

This admitted people like careers officers and administrators and "one or two parents". But about three-quarters of members are still teachers or lecturers.

The SEA have a long and respectable tradition of putting pressure on the Labour Party for educational reform. They claim to have been pushing for comprehensive education since the 1930s, and they have always been vocal in demanding the end of independent schools.

This year's president is Mrs Caroline Benn, and vice-presidents include Mr Anthony Croftland, Mr Edward Short, Mr Michael Stewart, Miss Joan Lester, and Mr Roy Hattersley. Mr Prentice has been a member for many years.

The SEA primarily operate within the Labour Party—lobbying local councillors and members of Parliament on educational matters. Traditionally they organize a meeting on the eve of the Labour Party conference, and always put down educational motions.

The SEA also work as a more traditional pressure group, submitting evidence to educational inquiries like Venables, Warnock, and Taylor.

Party revolt against ILEA staff cuts

The Labour Party in London have officially decided to oppose the Inner London Education Authority's drive to cut the size of its teacher force by nearly 500.

A conference of the party's Greater London region at the weekend ignored pleas from ILEA leaders including Mrs Irene Chaplin and Mr Ewan Carr, that the authority was carrying out the Government's policy in cutting back staff to keep pace with declining rolls. Instead the authority should reduce class sizes.

A highly critical amendment from the Norwood branch to the main resolution on cuts was agreed after a debate which was constantly interrupted by shouts of "nonsense" and "not true" from prominent ILEA members.

Mrs Chaplin said it was unfair of the critics to single out for attack an authority which continues to maintain one of the best pupil: teacher ratios in the country when there are Outer London boroughs where the ratio is very much worse.

One of the Labour MPs who was present said afterwards: "It was quite extraordinary how upset the ILEA people got. In fact they are simply having the same problems as the Government are having with the party nationally over the education cuts."

But the Greater London Council members, who form the majority of the authority's full members, have more reason than their Westminster colleagues to worry about dissatisfaction among their local party activists. It is a great deal easier to drop a councillor at election time than to get rid of a sitting MP.

Out of the frying pan . . .

The Islington Parents Action Group, the North London parents who were educating their children in a room above a pub, have been moved on—by the brewers.

"It is possible," said Mr Michael Timmins, the ILEA director responsible for tenanted premises, "that there are groups in the Islington area who do not approve of what these parents are doing very much."

"This could have an adverse effect on the pub business. As far as we were concerned, we sympathize with the parents but it was not an ideal situation."

Mr Timmins emphasized that there had been no pressure on the licensee and that the children had moved by "mutual agreement".

They have now found temporary accommodation nearby in an equally incongruous setting, a disused fire station just off the Holloway Road. This classroom is very temporary, as they are there by courtesy of the present occupiers who are squatters. Most of the upper part of the building is flats, where the firemen lived before the station closed.

The group, who were formed in 1972 because parents were in conflict with the ILEA over choice of schools, are resolved to keep going. "We'll keep the kids out until they're accepted for the schools of our choice," said Mr Lawrence O'Shea, whose daughter Lesley is fourth on the waiting list for Barnsbury Girls' School.

All the children seem near to being accepted by a school of their choice. By the end of term the parents hope the situation will be resolved. However, there are signs that next year's group is being formed.

"There's going to be a trouble next year," said Mr Matthews, another parent. "The next year's group will be 30, twice the number of the first group."

Hard way to success

Although 1976 was the "year of accountability", schools could face the public with confidence, as a result of the teacher stability provided by the Houghton award, said Mr Trevor Jagger, senior inspector in secondary education for



... into the fire station

the ILEA said by Mr J. J. Sharp, deputy director of education for Durham, said that their own investigation was prepared to make any comment on the case.

The county permits corporal punishment for all junior school and secondary school pupils. Mr Sharp said the regulations, which were introduced last November, stated that "no hand or the buttocks" of a child could be used for punishment. "In the case of a girl it can only be administered by a woman, or a man in the presence of a woman."

Head's union 'very surprised' at teenage girl's caning

by Mark Vaughan

Karen was caned six times on the buttocks by Mrs Beryl Hillman, a senior mistress, although Mr Clark claimed that two of those strokes were "ineffective" because they were shielded by the girl's long coat. Karen alleged in various newspaper reports that she was given 15 strokes and that she was forcibly held down by Mr Clark and a woman teacher, while Mrs Hillman caned her.

Mr Clark, this week, strongly denied that the girl was given more than six strokes or that she had been held down while the caning took place. He had decided to punish Karen "as a last resort" before possible exclusion from the school which, he felt, would do far more damage to the girl than corporal punishment.

She had been absent for 62 half-day sessions since last September, when her family arrived in Seaham after moving from Glasgow. "In the few months she has been here she has been frequently late, failed to bring parents' written explanation of absences, truanted, absconded from lessons, insisted on chewing gum in class and shown resentment when corrected for anything."

When asked if she would accept the usual punishment of two strokes on the hand, Karen refused. "I asked her if she would take the legal alternative of being caned on the buttocks and I took it from her attitude that she accepted this," Mr Clark told Mrs Hillman to administer the caning while he and the other teachers stood by.

However, the situation then became confused, he said: "Almost at the same time, not quite simultaneously, Karen became violent, lashing out with her feet and hands. One teacher was kicked on the leg, cuff and thigh and had to visit doctor. The other was in danger of being kicked or struck. It was fortunate that I was present and able to assist my teachers and restrain Karen."

Karen arched herself backwards and was not bent forward as alleged. Two of the six strokes, therefore, may or may not have contacted her properly. My main concern at the time was to safeguard my two teachers while using the minimum physical restraint in order to achieve this."

Corporal punishment was used "rarely" in the school for a small minority of persistently disruptive pupils. In the 40 years he had been there, no girl had been caned on the buttocks.

Mr Wilder said the NAHT felt their statement on corporal punishment for girls above the age of puberty was "very important". There were also doubts as to whether the 16-plus will cater for all extremes of ability.

This week the Schools Council published the results of seven more feasibility studies, which have "yielded valuable information on grade range systems". In these tests candidates can choose between easier or harder questions and the harder questions get more marks.

The Cambridge Syndicate, the largest GCE board, have criticized the council (February 27) for proposing a common system that did not allow pupils to take extra or different papers. They were also critical of the council's costings of the new examination.

In two of the feasibility studies candidates were offered a choice of harder or easier questions on the same paper, not harder or easier papers.

The Welsh Joint Education Council carried out a study of 300 candidates taking German. Candidates who tackled the easy questions could get a maximum of 84 marks, while those who went for the hard questions got up to 100. The WJEC concluded "No difficulty is fore-

seen in putting the scheme into operation on a large scale. The methods of marking and moderation are similar to those already in use".

In the second study on classical studies, by the Oxford and Cambridge and the Middlesex examining boards, 250 pupils were allowed to answer a small number of whole questions or a larger number of parts of questions. The theory was that the able answer the whole questions. This study concluded that the examination would have to be tried again before any reliable decision could be taken.

The other studies say "validation and moderation procedures would make considerable administrative demands" and that "more economical methods are needed". Several wanted more investigations, but the Schools Council Joint Examinations subcommittee said these studies, and the repeats of earlier ones, confirm that "there is little point in waiting for further evidence from the current studies which is only likely to duplicate that already available".

Mr Rupert Booth, chief officer of the council's Central Examination Research and Development Unit, said the investigations appeared to test the examiners' expertise rather than the feasibility of the system. It was not easy to define what was a common examination and what a common system.

Publication of these results was not intended as an answer to the Cambridge Syndicate. The paper was put before the JESC in January. On the costs of the new system, he said the original 16-plus report was careful to point out the limitations of their costings. The council would soon be publishing new calculations which would show that the new system would cost no more to operate than the present one.

16-plus exam plan under heavy fire

by Bob Doe

Most of the comments on the new 16-plus sent to the Schools Council are concerned about its feasibility and administration. Only about a fifth fully accept the plan.

The council have received about 500 comments so far from teachers and their organizations, though most of the professional, subject and examining boards have not replied. They have until the end of the month to do so.

Fewer than one in 20 of the replies have been against the common system in principle. Some wanted five grades instead of seven, others want the changeover in 1981 postponed and more work on developing the new examination. There are also doubts as to whether the 16-plus will cater for all extremes of ability.

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In the second study on classical studies, by the Oxford and Cambridge and the Middlesex examining boards, 250 pupils were allowed to answer a small number of whole questions or a larger number of parts of questions. The theory was that the able answer the whole questions. This study concluded that the examination would have to be tried again before any reliable decision could be taken.

The other studies say "validation and moderation procedures would make considerable administrative demands" and that "more economical methods are needed". Several wanted more investigations, but the Schools Council Joint Examinations subcommittee said these studies, and the repeats of earlier ones, confirm that "there is little point in waiting for further evidence from the current studies which is only likely to duplicate that already available".

Mr Rupert Booth, chief officer of the council's Central Examination Research and Development Unit, said the investigations appeared to test the examiners' expertise rather than the feasibility of the system. It was not easy to define what was a common examination and what a common system.

Publication of these results was not intended as an answer to the Cambridge Syndicate. The paper was put before the JESC in January. On the costs of the new system, he said the original 16-plus report was careful to point out the limitations of their costings. The council would soon be publishing new calculations which would show that the new system would cost no more to operate than the present one.

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PERSONAL COLUMN

Tom Howarth Stink amid the filter beds

brutality". The interviews were with 22 other sociologists working on SS papers.

Unfortunately, matters do not seem much happier when the roles are reversed. For in *The Times Higher Education Supplement* the incorrigible David Martin, who is at one and the same time professor of sociology at the LSE and the possessor of a particularly acute nose for interesting radical pollutants, has been reviewing a book by Raymond Williams, who is of course a professor of English. Professor Martin, being a terrible tease, has been writing about "the profoundly funny business of serious sociological analysis". According to V. L. Allen, professor of the sociology of industrial society at Leeds, Professor Martin operates a "conventional, static, heuristically useless and increasingly discredited model of sociology". Professor Williams, of the School of Economics at Leeds, who also thinks Professor Martin has a static conceptual framework of social analysis. I look forward eagerly to further instalments of Ricks v Platt and Martin v Allen and others.

Mr Reeves is perfectly right—it is a very rare thing for us to see ourselves as others see us. Indeed, it is probably the most difficult heuristic exercise of all.

Interne warfare is not however confined to sociologists. Progressive educationalists are beginning more and more to emulate T. S. Eliot and T. S. Eliot's. Leaving aside educational life in Islington, one has only to think of the current battle of the Confederation for the Advancement of State Education and the Inner London Education Authority on the question of to band or

The Camden CASE in the *Times Educational Supplement* is a lovely little article by Mr J. J. Sharp, deputy director of education for Durham, said that their own investigation was prepared to make any comment on the case.

"If you believe in the objective principle, how can you say that it is essential—or even—to grade children as above average, etc.?"

Of course, if you believe in comprehensive education you can argue that you can do so pretty well, within a margin of error easily susceptible to administrative adjustments.

Leaving that aside, we must accept the fact that children of different abilities are different and conceptually different. It is not the teachers who are performing poorly, but the system which is failing them.

What must be particularly clear at County Hall is to treat the Camden CASE as a serious regard to the curriculum. It is not a matter of promoting part of the curriculum, but of promoting the whole. It is not a matter of promoting the curriculum, but of promoting the whole. It is not a matter of promoting the curriculum, but of promoting the whole.

While Mr Quadt's "Schools" says that the curriculum is failing standards, it also says that the curriculum is failing standards. It is not a matter of promoting part of the curriculum, but of promoting the whole. It is not a matter of promoting the curriculum, but of promoting the whole.

do they know about the medical component of learning problems? Dr Yallowless accepts that separate national and school health systems are illogical, and that a uniform approach to child health is needed. "The foundations of the mental and physical health of children are laid in the pre-school years and more emphasis should be laid on the identification of deviant behaviour from the start of life and less reliance placed on periodic examinations of a captive population of children throughout school years." *The School Health Service 1981-1984*. By the Chief Medical Officer of the DES. HMSO, £1.

Exams should test teachers as well as pupils

There is a case for having less abrupt changes and changes based on objective evidence."

Their research centred on the Nuffield A level chemistry course. By looking at information already available through the examinations, they were able to find out that students "over-performed" on the topic (halogens and the oxidation state) and "under-performed" on another (carbon chemistry). This suggested that one section was too hard while the other was too easy.

The researchers emphasize that though the technique gives objective information on performance between different parts of the curriculum or "under-performs" on the curriculum and those used in the examination. He hoped they would be used in feasibility studies for the proposed N and F level examinations. The London Examining Board were already considering a pilot scheme for some A levels.

Examinations: Their Use in Curriculum Development. By C. Mathews and J. R. Leese. Evans/Methuen Educational, £1.

School doctors 'squeezed out'

Attention should be paid to the development of under-fives, instead of worrying about school medical examinations or the abilities of GPs. The School Health Service, says the final report of the medical officer of the Department of Education and Science published this week.

The report covers 1974, the year of the school health service transfer to the Health Service. Dr Henry Jones, medical officer of the School Health Service, said in 1974, by the Chief Medical Officer of the DES. HMSO, £1.

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Lords hear of WRP weekend

The Government have confirmed reports, which first appeared in *The Times Educational Supplement*, that local authority money was used to send London teenagers, described as members of Young Socialist groups, on a weekend course run by the Workers Revolutionary Party in Derbyshire.

In reply to a question last week, Lord Donaldson, Under-Secretary of State at the Northern Ireland Office, told the House of Lords that he had checked the reports and that they must refer to the head teacher and the education authority saying they do not want this method of punishment used on their children."

"A payment of £5 was made by the London Borough of Hackney social services department to a 16-year-old girl who was in their care, and two payments of £5 each were made from charitable funds administered by the Inner London Education Authority to a boy and girl both aged 14."

The authorities agreed to these payments without knowing about the payments, nature of the weekend's activities.

Lord Hailsham of St Marylebone asked what the Government were doing to ensure that the money was repaid by those responsible for these serious breaches of trust. Lord Donaldson said they were not trying to recover the money.

Dons move towards TUC

The Association of University Teachers will vote for affiliation to the TUC by a small majority, according to an opinion poll conducted by the universities for *The Times Higher Education Supplement*.

It shows that taking those who had voted and those yet to vote together 43 per cent were for affiliation, 25 per cent against, 7 per cent refused to reveal their vote and 17 per cent were undecided. The AUT are therefore moving firmly towards TUC membership. The question was last put, almost when, on a 60 per cent vote, almost 70 per cent of the membership were against affiliation.



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Joint action urged for under-fives

by Frances Stadlen

Local authorities should take the lead in co-ordinating services for the under-fives, says a new Government circular. It has been issued jointly by the Department of Education and the Department of Social Security, and a copy has been sent to every local authority.

This follows discussion about in-expensive day care at a conference two months ago in Sunningdale, which was organized by Dr David Owen, Minister of State for Health, and Miss Joan Lester, then a junior Minister at the DES.

The circular suggests that all authorities should set up some machinery for joint planning, because co-operation is the best way of improving and extending services which could be more efficient and accessible.

Authorities who have already merged voluntary organizations and social services and education departments to ensure that they are making the best and most economic use of their schemes and programmes.

The circular does not lay down definite rules for joint action because local circumstances vary. However, it gives examples to show what can be done and sets out some general principles.

Although education and social services departments are most concerned with small children, housing is also involved, as are area health authorities and voluntary organizations.

The first step in planning, the circular suggests, should be to draw up a list of nursery schools and classes, playgroups, childminding clinics and spare space. This should include all schemes run by voluntary and community groups.

The circular warns that although arrangements for consultation or co-ordination may improve day-to-day liaison, they should not be a substitute for it. "On the contrary, one of the main tasks of the machinery

should be to encourage contact at working level between members of different services and to extend the opportunities for such contacts."

It goes on to quote examples of formal and informal schemes. One metropolitan district has a standing committee of members of the social services and education committees and various voluntary groups, who originally met to allocate urban aid money.

A rural county has a liaison committee drawn from the social services and education committees, with two officers from each area health authority. Together they visit nursery schools and day nurseries and discuss with voluntary groups such matters as work experience for trainee nursery nurses and standards for registering childminders. Nursery and playgroup advisers meet regularly.

Some authorities have appointed advisers with overall or partial responsibility for the different services.

The circular suggests that understanding the function of the different services and knowing what they have to offer is as valuable as integration. For example, joint planning and suitable sites have meant that a day nursery and a nursery school can be built close enough for the two to work together.

Home visiting can also be valuable. In some cases the visitors are health experts. In others they are teachers, nursery assistants, parents or social workers. Sometimes they teach parents about the value of play or toys, sometimes about the different stages of a child's development.

In some authorities a combined nursery education and day-care centre has been able to lay on extra services such as a toy library, a parents' club, medical tests and emergency care for families.

The circular invites local authorities to write to the DES or DES about what they are doing. It also offers to advise them about how to set about joint planning.

National council set up to run drama training

A National Council for Drama Training, representing teachers, employers and trade unionists in the theatre is about to be set up. At a recent meeting in London it was decided that the council would include six representatives each from Equity, the employers (from the Theatres' National Committee and the Independent television companies) and the Conference of Drama Schools. There will also be observers from the Department of Education and Science, the local authority associations, the Training Services Agency, further and higher education establishments with an interest in drama and the Arts Council.

The council will be particularly concerned with the recognition of drama schools as proposed in a recent Gulbenkian report, the size of the training sector, financial support for drama training and in-service training.

Bank helps youth orchestra

Lloyds Bank are to give the National Youth Orchestra of Great Britain £45,000 over the next three years. They are also endowing a permanent award of £250 a year which will operate and continue independently of the main sponsorship. The award will be entirely at the discretion of the orchestra's musical director, Miss Ivey Dickson, and the money will go to one or more members of the orchestra (which is composed largely of school children), either to buy instruments or to fund additional musical study.

The orchestra first received its current Arts Council grant of £20,000 a year in 1966. The Lloyds Bank is helping to offset the over-mounting costs of travel, food and accommodation, post, telephone, the hire of music and the purchase of instruments.

How to bridge the culture gap

Day care for black children must take into account the needs and wants of both parents and children. Otherwise, although they need it more than any other group, they may prefer inconvenient and inadequate alternatives, Dr Alan Little, of the Community Relations Commission, argues in a paper called "Minority Groups and Services for the Under-Fives".

The paper is to be published as part of a series by the Department of Health and Social Security after the Sunningdale conference. Dr Little says that although the recent White Paper on racial discrimination supported positive action to help minority groups, it did not set out in enough detail what ought to be done for the under-fives.

Above all, black children need relief from poverty, overcrowding and

lack of play space. These strains, rather than any parental inadequacy, makes outside help necessary.

What distinguishes black children from similarly disadvantaged whites is the intensity of their need. Day care, to be acceptable to their parents, must take account of their cultural background.

Well-intentioned local authorities often fail to realize that black and white parents want different things for their children because they have different views about upbringing, family planning and diet. Relations between husbands and wives, parents and children and attitudes to welfare also differ.

Local authorities must be aware of and provide for these differences, rather than trying to promote good race and community relations.

The same sort of misunderstandings cause some black parents to

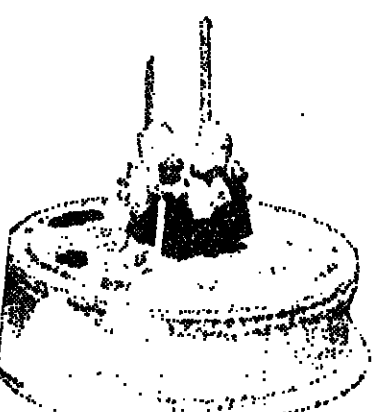
reject or to be rejected by childminders, although they need good quality care. When parents and childminders speak different languages the difficulties are even greater.

Dr Little wants childminders to be trained through supplementary courses, space and training allowances, and attention to cultural

attitudes. If childminders are to be supported, however, it must be in acceptable form. Disputes over that have been caused by attitudes towards women and by cultural differences in approach and others involved in day care are essential.

Whatever form day care must enable black children, as black Britons with a identity of themselves as black and British.

Let them eat...



...cake?

There was a piece of cake for everyone at last Saturday's annual meeting of the National Association of Education Meals Advisers in Nottingham. The cake, known as the Soulbury cake, had been made, baked and decorated under the direction of Miss Jenny Cairns, the association's assistant honorary secretary. It also illustrated the size of the school meals organizers' recent pay award, whose salaries, together with those of educational advisers, educational psychologists and youth service officers, are determined by the Soulbury Committee.

The centrepiece of the cake consisted of three figures in wigs and gowns representing the arbitrators, Mr David Karmel, QC, the chairman, Mr Bernard Griffiths, and Mr John Hughes. The cake was divided into four segments showing the size of awards made to the four groups paid on Soulbury scales. There was a huge piece decorated with gold coins for educational advisers whose salaries have been increased by up to £2,000 a year. Smaller portions for educational psychologists (silver coins) and youth organizers (copper) and a tiny piece, bearing a Green Shield stamp, for school meals organizers.

The stamp had a special significance for those on the principal salaries' range (i.e. the most senior posts) because they have received very small amounts, tapering from £90 at the bottom of the range to £6 a year (0.1 per cent) for those at the top. Some school meals organizers expect to lose money during the current year, because the inflation rate of their scales has been changed.

The campaign for salary renegotiation began in February 5. After a progress report, members decided to continue the campaign.

APT left out of pay talks

The Association of Polytechnic Teachers leave a statement this week deploring their exclusion from the new Burnham salary negotiating committee. They say the National Association of Teachers in Further and Higher Education have a "virtual monopoly".

The association claim that the committee, who decide pay scales for college and polytechnic staff, have representatives from unions with smaller memberships than the APT.

Time to be ruthless about school management

The debate on the problems of school management and government has hardly started, Mr Peter Browning, chief education officer for Bedfordshire and a member of the Taylor Committee, warned last week.

Speaking on "Freedom and Responsibility in Education" to the midlands branch of the British Education Administration Society, he said there was a need now for ruthless examination of assumptions and assertions by all those who had contributed to the debate. It was no use looking for simple solutions.

In particular, the various pressure groups who had given evidence to Taylor had done little to clarify the issues by reiteration of purely sectional viewpoints. To this extent they had merely trivialized the argument. Emphasizing that any democratic system such as ours was a balancing act and that new structures of school management would inevitably reflect this fact, Mr Browning said conflict between professional responsibility and public accountability was unnecessary.

What was needed, far more than pressure from minority interests for the advancement of their causes, was

a recognition that a consensus on shared principles was the welfare of the child in the school. This ought to underlie both the Taylor Committee's findings and the findings of the Williams Inquiry, where a major faultline in the minds of well-meaning people who wielded power in any particular situation.

This reflected the whole of autonomy and accountability in education, which would be only when the objectives of the system had been clearly and openly debated. Browning said that such a debate of objectives was long overdue, a service which had suffered colossal increases, in the 1970s, in expenditure on man resources, and institutions. He said the debate was a balance to find some firm basis upon which to establish the education system. This would never be found in the context of trivial, low-level solutions about the relative advantages to be granted to this or that group.

Open attitudes to prison libraries

Prison libraries should be improved and prisoners given more chance to use them, according to the Howard League for Penal Reform.

But more important, low-security prisoners and those in open prisons should be allowed to visit outside libraries. This, the league say, would help a prisoner to carry on studies after release.

These suggestions are made in a memorandum to a party set up by the Library Association to look into library services for the disadvantaged.

On prison libraries, the memorandum says they should carry books on educational courses. Each prison should have a librarian with a fully qualified bibliographic and research background.

SPECIAL ANNOUNCEMENT

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ees blunder could cost local authorities dear in repayments to students

Blunder by the Department of Education and Science could cost local authorities thousands of pounds in refunds to student fees of up to £185 a year.

Now have to be repaid after a year in Birmingham made it clear that colleges and polytechnics had demanded the money from students.

A scandal arose as a result of the Department of Education and Science's decision to allow colleges and polytechnics to charge fees for teacher training courses under the new education umbrella. And it was because of a merger of colleges and polytechnics that the money was to be repaid.

Mr James Bullock, the polytechnic's finance officer, said: "This has got national implications right across the country. The polytechnic will have to bear the charge which will ultimately be thrown on to the advanced further education pool."

The Birmingham case was successful because when the students started their teacher training courses, they were not told they might have to pay fees. They had entered into a contract with the college which did not involve payments. The attempt to vary the terms of the contract during their course could be held to be illegal if taken to court—a point overlooked by the DES in the circulars they sent out.

Mr Bullock has now written to every college of education and polytechnic with a teacher training department advising the students' union to contact a solicitor before paying the fees.

Meanwhile, the DES are considering the implications of the Birmingham decision, a spokesman said this week.

Students came away empty-handed last week after meeting Mr Gerry Fowler, the Higher Education Minister, over their claim for bigger grants.

The union want rises from £740 to £985 a year for students outside London and from £810 to £1,080 for those in London.



"Movement creates objects", say Claude and Colette Monestier who were at Battersea Town Hall last weekend, putting on their puppet show with a difference. Two hori-

zontal strings, cut-out shapes, make-shift materials—and movement and imagination do the rest. They started off as traditional puppeters 20 years ago, and it

took them 15 years to refine their art down to what they see as an almost Picasso-like simplicity. The audience—children and adults—loved it.

Firm line on discipline and violence

School discipline—or rather indiscipline—is at the top of the agenda for next month's annual meeting of the National Association of Schoolmasters-Union of Women Teachers.

Delegates will be debating in Blackpool's Winter Gardens their concern at the "seriously deteriorating record of attendance by pupils of compulsory school age, the increasing evidence of violence and

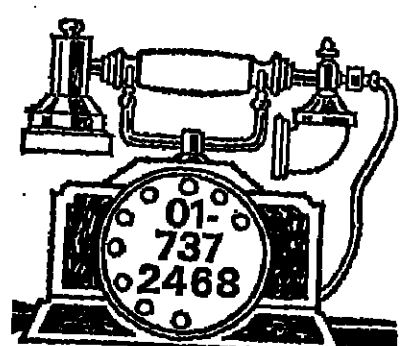
disruption caused by pupils". They will call on the Government, local authorities and the courts to "adopt a more positive attitude towards enforcement of the law in these areas".

Travelling and other expenses for teachers on school activities are demanded in one motion, while plans to abolish free transport for pupils is opposed in another.

The conference will also be asked to reassert the union's claim for a minimum of five hours a week free time and extra pay for additional work over 1,000 hours a year. Sound-

ing in for absent teachers should also be remunerated, the motion says. The executive will be asked to draw up a plan of campaign and to initiate militant action.

Two local branches of the NAS-UWT are proposing that the school-leaving age should be lowered to 15.



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A giant mushroom patch, looking and feeling like the real thing, intrigued Sheffield children visiting the city's Graves Art Gallery. They were made by Sue Talbot, a Nottingham teacher, and are on show with a children's art exhibition until March 26.

Now cash holds key to selection

Selection for schools has not disappeared. Selection by ability has simply been replaced by selection by parental income, say the Independent Schools Information Service in a leaflet.

Selection of some sort was inevitable. "Only if one could conceive a system in which no school ever had more children wishing to come to it than could be accommodated, would selection be unnecessary. The grounds of selection and the methods of selection can be changed; the fact of selection cannot be eliminated."

The 11-plus was being replaced by selection according to where children lived. In effect this meant selection according to what parents could afford.

"The comprehensive school in the leafy suburb is a vastly different institution from the comprehensive in the slum-clearance estate on the opposite side of the city, just as the grammar school of the 1950s was a vastly different institution from all but the most fortunate secondary modern schools."

Now the child who benefited most was the child who already

lived somewhere pleasant. The only alternative to zoned neighbourhood schools was bussing. But universal bussing was impractical.

Those with doubts should look at Sheffield or Bristol "where all the social purpose, ingenuity and resolution of determined educationists have quite failed to avoid vast differences of atmosphere, opportunities and standards between schools."

Selection: *Modern Education's* Dirp Word. ISBN 47. Victoria Street, London SW1. 6p, plus postage.

Cambridge don stakes claim for archaeology

All children should have as much chance to do archaeology at school as history or geography, says Mrs Kate Pretty, a Cambridge University lecturer, in the latest issue of *Rescue News*.

Mrs Pretty, who founded Young Rescue, a club for young people interested in archaeology, says that archaeology should now be taught as a school subject in its own right.

"Until recently archaeology was

mentioned in school only as a technique for the extraction of evidence. It was also taught as preliminary in a first-form course on cavemen to Vikings."

"Archaeology was not just a technique. It was a discipline with its own philosophy, history and methods. It could be used in school like other subjects to help develop a child's awareness of its environment."

"The simplest judgments about

social interactions, commonly used in observing ancient artifacts, can be employed by quite young children. As an academic subject for examination it presents the skills of sorting, analysing and criticizing explanations and theories."

The more archaeology was used in general education, the more it would be understood by future developers, farmers and innkeepers. *Rescue News*, 15a Bull Plain, Hertford.

COSTA cuts across the curriculum to save ailing subject associations

by Bob Doe

Next week the *School Science Review* publishes its 200th edition. A quarterly journal, it is produced by the Association for Science Education, who continue to thrive while other subject associations are finding it increasingly difficult to survive through loss of members, increases in fees and rising costs.

For such associations producing a journal is a major activity. The *School Science Review*, with a print order of 18,000 copies of each 250-page paperback edition is exceptional for quality, size and distribution.

Mr Brian Atwood, general secretary, said their 14,000-strong membership attracted advertising, kept down costs and also attracted more members, though he believed the journal's regularity and quality also helped.

The *School Science Review*, he said, was an essential part of the library of established science teachers. Its contents were relevant because it was written by science teachers for science teachers.

But though they are favourably placed, even ASE have had to face increased costs. They have been hardest hit by increases in postage, printing, paper and salaries. Though size spreads some running costs, it also increases the cost of postage when sending out notices to members.

The costs of distributing the *School Science Review* equal a quarter of those for producing it. Postage for *Education in Science*, the association's news magazine, now costs more than production.

To cope with this the ASE have increased fees from £5 to £7 a year. Accordingly, Mr Atwood, this has not affected their membership.

Other associations taking similar action have not been so lucky.

The Institute of Craft Education lost 10 per cent of their membership when they increased their fees by 50 per cent to £5. They had already reduced the frequency of their journals from 10 a year to six.

The Economics Association are wondering what will happen after their recent 50 per cent membership fee increase. Their rate of recruitment was slow last year and they are still waiting to see how many economics teachers will renew their standing orders.

The subject associations have banded together to face the unfavourable economic climate and to work together for more influence on policy. Two of six have formed a sort of association of associations, called the Council of Subject Teacher Associations (COSTA).

The Economics Association recently ran a conference for COSTA on finances. Their general secretary, Mr Richard Phillips, said the association had cash flow problems because it was often difficult for them to increase their charges quickly enough when costs increased at the rate of 25 per cent a year.

Revenue from publications is often slow to come in. Subscription agencies and well association journals to libraries often ignore increases in rates. His association had a £100 bill outstanding from the sale of books to Ghena, held up because of currency restrictions. The increase in rail fares was serious to associations as well. They

paid for committee members and these charges also increased when an association was expanding.

Derek Grady, chairman of local authorities, help by allowing schools to corporate membership, allow associations to contribute to the improvement of schools, but would prefer to see the old, arbitrary system continue rather than plunge into something new and untried. The teachers' present union, a single manager who is a specialist to join one or more schools, then he is also the school's principal.

The survival of the associations is important. Their part in in-service work should not be undermined. COSTA want subject associations to have a bigger voice in the teachers' association.

Mr Grady, who is working to describe it. Anxious to enlarge the system management without actually effective control, the church of boards of management, they would have a major role in the school, on which parents teachers would have elected representatives.

These benefits extend to the membership of associations. Branch meetings, workshops and conferences often open to non-members. Between 4,000 and 5,000 teachers attend school conferences each year. The school teachers' union will strengthen his hand in the Cabinet table when he asks colleagues for more money for education. The schools deny that they have any financial implications, but they make no secret of the fact that they will soon be looking for more money.

COSTA believe that the Council and some money are missing out on a opportunity to communicate with interested teachers by representatives from these associations. "People don't think their hard-earned cash is being spent if they are not teachers."

Mr Atwood, who is also a member of COSTA, said: "We have been concerned that the subject associations represent on Schools Council subject committees and at the local level with subject panels the CSE boards." Some CSE welcomed nominations to panels.

Mr Grady said: "Some people are being made. Schools subject committees are allowed to invite observers to meetings. But the Schools Council idea of representation always match out."

person on a subject committee happens to be a member of an association as well as being a teacher, he is asked to wear both hats. He is asked to wear both hats. He is asked to wear both hats. He is asked to wear both hats.

The subject associations will have a view unless they can provide the sort of support and services that members and a price that is prepared to pay. The increase in the cost of publishing such associations means that many may find it difficult to keep open the door of communication.

Progress — thanks to mother

How a special programme of support for their parents helped three and four-year-olds to make greater progress in language development and IQ than children at nursery schools is described in the latest edition of the *British Journal of Educational Psychology*.

Mr William Donohy, of the Renfrewshire Child Guidance Service, says the mothers went once a week for four months to a local infant school. They had a cup of tea and a chat with teachers and were allowed to select books to read to their children at home. They were also given a typed sheet containing ideas for encouraging the development of children's vocabulary, and dealing with simple number, space, time and size relationships.

The parents, many of whom live in an educational priority area, were asked to spend 30 minutes a

day on this with their children. They were also encouraged to discuss progress at the weekly meetings.

After the four months the results showed a significant increase in language development. Children at the nursery school whose parents were also given the support programme showed similar increases. There were no significant differences in language skills of children whose parents were not included in the scheme.

There were other advantages. Every time the school had a visit with children, teachers said they felt more confident about their progress in school. Teachers said they had more contact with parents and this was valuable than they expected. *The British Journal of Educational Psychology*, February 1976.

Horgan sketches the background to the management controversy in the Republic of Ireland, where conflict looms between teachers and the religious orders. Churches fight to keep control

management, long a controversial issue in the Irish Republic, is the major role played by the churches in the running of the schools. In the controversy again, in the few weeks, church-sponsored schools have run into strenuous opposition from the teacher unions.

The union's opposition comes from contradictory sources. Some teachers are critical of the proposals because they lack any real democratic base, but many more would prefer to see the old, arbitrary system continue rather than plunge into something new and untried. The teachers' present union, a single manager who is a specialist to join one or more schools, then he is also the school's principal.

On the key issue of teacher appointment, the church authorities are maintaining a firm line: the principal in each school will continue to be appointed by the school's trustees or trustees. They have made it plain, too, that they are not prepared to make any substantial concessions in the other areas which concern the teachers, notably the right of any school to dismiss a teacher at the end of his probationary year (which every teacher must serve, regardless of experience, whenever he moves to a new school) without giving a reason, and the existing contract of service, whose wording has been unchanged for 20 years.

The weakness of the teachers' position is in contrast to the relative success of the Teachers' Union of Ireland, the association representing teachers in the Republic's 300 local authority post-primary schools, when faced with a similar problem last year. Then, the Minister for Education was forced by union pressure to alter a ruling that teachers could not be members of the management boards then being set up in the local authority schools.

One of the arguments for teacher representation in individual schools is that the Republic's educational system is highly centralized. Unlike Britain and Northern Ireland, there is — with the exception of the Vocational Education Committees, which control the local authority schools — no intermediate structure between the Department of Education and each individual school. In Northern Ireland, for example, teachers have a statutory right to representation on each of the five area education and library boards which oversee educational administration in the province.

The teachers, in other words, are demanding a place on the new management boards because there is no other way they can have their say. Given that the new boards, whatever form they eventually take, will also be involved in appointing assistant teachers and in promotion to posts of responsibility, this may, however, involve them in problems of conflict of interest which have not yet been thought out.

The church authorities, for their part, are prepared to offer teachers a token involvement as long as the system stays essentially unchanged. What they are alarmed by — and what their proposals on management may have been partly designed to avert — is the possible introduction of a regionalized system of educational administration which would make them more accountable to the people they are at the moment to democratic scrutiny of the educational services they provide and, in particular, of their frequently selective admission policies.

Such a development was in fact mooted by the Minister for Education some two years ago, but ran into heavy criticism from almost all 17 managerial and teacher associations most directly involved. It has hardly been heard of since, but the latest move by the church authorities is being interpreted as part of a plan to safeguard their status and their role as private schools if the regionalization issue is revived.

The church authorities, therefore, are in the process of adopting new tactics to deal with a perceived threat to their status in the Republic's educational system. Rather than embark on a confrontation policy (in which their dwindling numbers would be cruelly exposed), they have decided to adopt a more flexible strategy. This will not only guarantee their role but will give their schools a more democratic aspect, while at the same time retaining most of the essential powers of management for themselves or ensuring that they are exercised by boards which they effectively control.

The schools in the Republic have always been a very special concern of the churches — something which the state tampers with at its peril. The latest developments underline rather than challenge that reality.

In brief

Holiday switch

Northumberland County Council are to give their 52,000 schoolchildren an extra week's holiday next Christmas to save £18,000 on fuel costs. The week will be taken off the summer holiday.

Burglar alarms

Hampshire Education Committee are to spend £10,000 on burglar alarms to try to cut school vandalism. Most of the alarms will be installed in Basingstoke, Hampshire.

Research award

Susan Ross, an honours graduate from Manchester University now studying at the Architectural Association School of Architecture, has won the Anthony Pott Memorial Award, worth £420, for a research project in Iran.

Acorn camps

The National Trust Acorn Camps are listed in a booklet *Acorn Camps 1976* which is available from the trust head office at 42 Queen Anne's Gate, London SW1H 9AS. The Acorn Camps are for boys and girls of 16 and upwards who volunteer for clearance work on disused canals etc.

Dyslexia conference

The North London Dyslexia Association are to hold a conference called "Living with Dyslexia" on March 27 at the Royal Commonwealth Society Hall, 16-20 Craven Street, London, WC2. Details from Maud Heath, NLD, 78 Whitehall Park, London, N19.

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Girl fencers in raid across the Border

Tomorrow's gathering of the survivors from about 400 competitors in regional contests, is a happy but tough assignment for the organisers, the schools fencing committee of the Scottish Amateur Fencing Association.

double duty, each having won through to the two boys' finals. Cunsdale, who won two boys' double again, manager-coach, Mr Keith Ingham, of Primest High School, in nearby Colne, is hopeful of another double success.

Dayncourt line up for three basketball titles

Wilmslow Grammar School, Cheshire, are through to the final of the boys' under-19 section, beating Kings Norton Grammar School, Birmingham.

Mr. J. Alexander, Chairman of Surrey Schools' Council, head of the new Weald C/E (Middle School), Dorking, Sur

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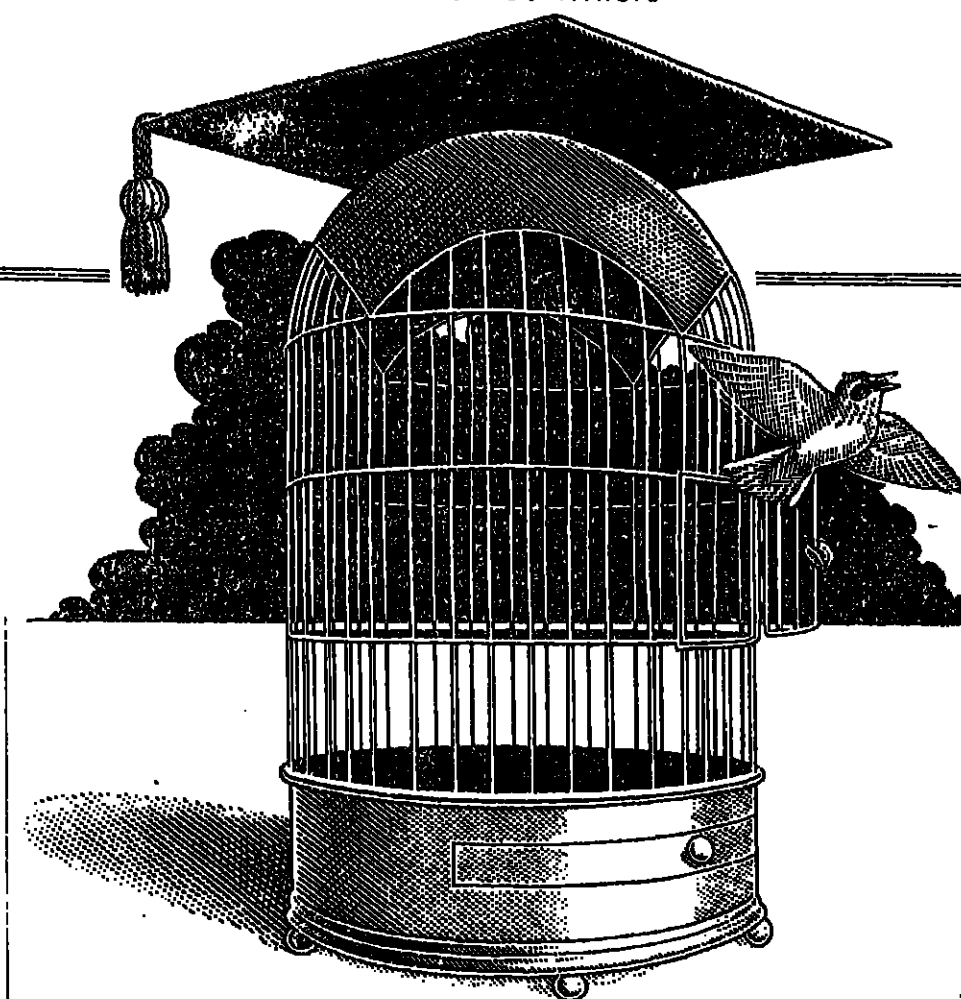
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science and technology

Children as writers

Resources: **28 / 30**
libraries; geography

Talkback: **31**
publishing; haiku



Freedom begins at home

Adam Curle argues for greater freedom in teacher-student relationships

presenting my own experience (and of course knowledge) and interpretation of it, but I hoped others would see where case, how does one evaluate competence and ability, especially in such fields as we were trying to map out?

it, but not to make their own contribution to the collective thinking of the seminar. And so it worked out. I began by acting as a teacher, became a sort of chairman whose job was to set the scene for mutual learning, and ended up as an ordinary member of the group, who might or might not contribute to a particular debate.

At Harvard we were fortunate. One could either give what was called a pass-fail grade or the more controversial A, B, etc. I told the students in the seminar that anyone who registered for the seminar would automatically pass on the pass-fail system. Nothing was "required," although some might feel that they might

I would explain that if we, including myself, were to embark as equals on a journey of intellectual discovery, it would be incompatible for me also to set myself up as a judge. Our whole relationship would be tainted by the knowledge that I would separate myself from them if I would read and evaluate them. In any

would not understand it. Since they had subscribed for him to go to the university, hoping he would do well, he asked for and got an A. In fact, his work was excellent, but no better than that of many who got the pass mark.

"But," said my colleagues, "the students may not like an arrangement so different from what they are used to." I answered: "True, but then they don't have to stay in the seminar." "Anyway," they continued, "if you don't set them all tests some might take advantage of you and do no work." I answered: "True, but I think there are few of these, and if they waste their own time that's their loss. Anyway, I am not prepared to impose what I consider damaging conditions on the majority in order to put pressure on the minority".

In fact, everything worked out well. Some remarkably brilliant and original work was done. Even more, some people went out and did—as a result of our discussions, they later told me—remarkable things with their lives. Some people who never wrote and hardly spoke, and about whom I was concerned for a while, told me that they had been enthralled by the seminars and the course of their career had been changed by them.

I remember asking a young woman what it was that the papers being written were so much better than those which I had been written for me (note that phrase) earlier. It is obvious, she said, we usually write what we think the teacher wants. We spend endless time and effort working out footnotes, bibliographies, and so on, according to his prescription, and avoid the things which he knows he doesn't like. In fact, when we go to a class it is as much to do a course on the teacher as on the subject he teaches. But with this seminar it is different. We have learnt a lot, been stimulated, and feel really free to work as we wish on what interests us, so a course we do well.

It may be said that this sort of procedure may work with highly sophisticated older students, but what if one is teaching quantum theory or Russian to people who know nothing of the subject and quite simply need a lot of knowledge? Or what if we are teaching a recalcitrant form of children whose only wish is to leave school as soon as possible? Harder, I agree.

Perhaps it is almost impossible for some—teachers and students—whose capacity for cooperation and mutual respect has been drastically damaged by upbraiding and schooling. But I would pose a counter-question: Does an teacher feel he or she has nothing to learn from a five-year-old? If the answer is no, I would hate to be that five-year-old.

I have touched only the fringe of vast topic—freedom and education. The methods I describe helped to free some people from the fetters of the conventional teacher-student relationship, that they could use their minds better, too have been liberated from crippling intellectual pride and preoccupation about my academic status. Freedom

Adam Curle is professor of peace studies at the University of Bradford, and a contributor to *Education for Peace: Reflection and Action*, published this week in IPC Science and Technology Press.

25.75).

Recollections

Recollections is an occasional series, in which a number of writers look back at their childhood, their days at school, or their youth. To open the series, Ronald Blythe, author of the widely praised *Akenfield*, links his early attempts to become a writer with his more recent experience of talking to children about their own imaginative work

The mechanics of magic

If the idea of writers visiting schools is a novel one for boys and girls, then it is no less extraordinary for most authors. If, as with myself, their only contact with the educational system over the past 20 years has been the occasional prizegiving, plus popular criticism of the contemporary classroom, then the notion of what is now going on in school could be sensational.

Having over the past three years made my way to comprehensives, grammars, primaries, secondary moderns, rural and urban schools, special schools and teacher-training colleges, I can only report that what I saw and heard is at great variance with what I was told. Which does not mean that the educational system does not deserve criticism; simply that it struggles along with its complement of dreamers and mechanicals, its inspirers and dullheads, nuisance and model pupils, much as it ever did. Except that now there are many more of all categories.

I did not expect at my age to find either an unmanageable situation or children with two heads, but it was pleasant from the start to discover that students from eight to 18 disclosed a similar spectrum of cleverness, confidence, mystory, cheek, charm and apprehension to that which I felt brooding all around me when I sat in a desk. Brazen ignorance and shining intelligence, I observed, were still on nodding terms in the back row, and the knowing and the innocent still collided in the corridors.

What has struck me most, perhaps, is the noise level of some schools and the silence of others. Also, and again in spite of all that journalism to the contrary, the unselfconscious good manners of most children. Although people fear what they think of as sausage-machine development in modern education, one of the most vivid impressions I gained in this admittedly brief glance was of each school's strong individuality. The same bright, warm, clipped bird-like, or the same smells, similar pupil-staff ratios, etc.—and yet always this uniqueness.

The essence of the Arts Council's Writers in Schools scheme is that we, the poets, novelists, historians, etc. should appear as ourselves and not as lecturers or assistant English masters. And not as personalities either, but as creative people who are willing, so far as they can—which is easier said than done—to reveal themselves as such.

Although Logan Pearsall Smith had remarked, "People say that life is the thing, but I prefer reading," I had learned to live through literature, and when it came to telling a crowd of strange children about myself, I was immediately aware that all I had to relate was a rather solitary imaginative exist-

ence, in the Suffolk countryside. No travels worth the telling, no sudden break-through (I was, in a sense, where I am now when I read Harrison Ainsworth and Walter Scott, Orczy and Fennell, when I was 11) and nothing picturesque or dramatic.

And yet, as the poet Edward Storey has said, "They like to know how it is done". Having this odd stranger among them, and writer and class having to bridge the strangeness in an hour or two, proves to be releasing for both. For the class, says Mr Storey, "It's the same as being taken into a conjurer's confidence. A few tricks of the trade. The important rule to remember is that the excitement, the awareness and the possibility must be aroused first, before the mechanics of writing take over."

The excitement, awareness and possibility of my own literary beginnings still sound a matter of opinion to me as I repeat them at the beginning of each Writers in Schools session. Having had

only one experience, I confess to the class, I can only retell it. Although it is so ordinary, much to my amazement it never fails to lay down the requisite foundations for what comes after, technique, style, imagination, etc. And what I can still only call the love of books, for I've always longed to introduce others to what is possibly now a slightly dated passion for the printed page. Watch television, I say, for they can be fascinating, but never be deceived into believing that you have known and felt the story until you have actually read it.

What I am reading and what the class is reading, setbooks for O and A levels excluded, is often the only barrier to arise during the session. Comparisons are pointless. Often I have never heard of their favourite authors or they of mine. Mine at 16, that is. So I avoid this kind of literary judgment, knowing from experience how the catholic appetite of the adolescent book consumer will wash down *Jaws* with a draught of Beckett.

The gist of what I am saying in this context is that true education cannot

exist without the natural and pleasurable uses of literature. I am unapologetic in emphasizing its importance but, not hectoring. At this stage of the game it is more important than ever to be rather than to set out to be.

But back to the foundations. Having them after exactly 20 years has been a bit traumatic. How one actually writes seems to be of overweening interest. I find that I can explain the background of these early days, not the inner compulsions which led me to accept it. I had had a few stories published and, on the whole, had set up as a professional writer, momentarily in the Heilbrunn then sensibly at home in Suffolk.

I listen to myself telling the class story as though it is about some else's life. The dates and geographical mine but the young man scribbling in the isolated, snowbound house such manic dedication and single-mindedness shows no sign of the unhappiness and strain, the terrifying insecurity, the sheer doubt which consumed me.

I envied the ploughman and the cowman. But I dodge this old misery, much for my own sake as for the faces in front of me, which would not know things outside the scope of a particular lesson in order to comprehend it, and sum up the complexities which caused it in terms which could be applicable to anyone trying to write for the first time.

I use the analogy of painting or music and their openly seen and understood disciplines, in contrast with a writer's craft is a solitary business. I emphasize how few writers voluntarily set out on craft courses, but are led by instinct towards the patterns of language. Just as the artist voluntarily receives colour and line all day long, so everything he hears and feels fills the writer's intellect and imagination with endless word and image. The artist, I suggest, gets the picture clear when it comes to the physical act of setting his vision down. Writing then requires the form of concentration which can make even its most gifted exponent dread doing it.

How one writes—exactly what takes place on an ordinary working day—is always the subject of questions. This gives me an opportunity to go into all kinds of practicalities and methods. At times I tend to say little about the preparation of manuscripts, and nothing about getting them published, in order to concentrate upon literary expression and my own involvement in it over the years.

But every school I have visited has demanded a glimpse of the bare bones which support this expression. And there is the now familiar warning-up of interest when it comes to the daily routine.

The questions and reactions are always the same. The fact that one starts working on one's own house at 9 am with moderate regularity awakens great admiration. It is almost possible to see certain boys, there and then, giving up all idea of becoming a writer when they learn this. Confessing that one does not "wait for inspiration" obviously puzzles a lot of people too, as does the slowness of the work.

I describe being a publisher's reader. The Irish poet, W. R. Rodgers, an unlikely East Anglian neighbour, introduced me to this task, and although it is the tradition of writers to curse it, nothing at the beginning of my freelance career brought me so much ease of mind. Those huge parcels of other authors' hopes provided at least the right type of little life. I needed to drag me out of my isolation, and the small fees made living without a salary just possible.

The rewards of writing, too, were a favourite subject in some schools and also the whole economic question behind such life. Many children want to know about literary criticism, editing, scriptwriting, television, writing for the young, and journalism; and I have found that audience subtly divide into a little nucleus of aware readers, a larger and often more glib group which, though not strictly in its interests, has its ideas on other matters stimulated by a cheerful fringe which sees the world as a jolly.

Importance of the scheme is the little nucleus, which should be on other occasions, to spend time as poet or novelist and, perhaps, ask some of the great questions. There is no ready answer at this level for the primary school. The sixth-former with a true literary consciousness, there can be things in contact with a working writer—such as no other source.

Writers and imaginative people often level at one stage of their development that communication is hard and easy. In this respect Hertfordshire, Essex, Manx, and schools all over East Anglia give a revelation. As much as for the boys and girls, I

of the classes know me only as author of *Akenfield*. This is a deeply geographical study of the kind of people whom I was born and among whom I still live. It echoes family experience and tries to describe both the

changes I have seen since the 1920s and those which affected my parents and grandparents. It is centred on the countryside where I became a writer. I use this book to illustrate the influences and pressures on the writer who "stays at home", as against those which govern the art and outlook of the writer who finds stimulus in foreign situations, emotional or geographical. In this way I am able to discuss the profound influence of place on much English poetry and on the novel, and at the same time attest to anyone listening who might be wondering what on earth they could write about, that they really need not look further than what they customarily see and hear every week.

I suppose that the essence of the Arts Council's Writers in Schools intention is the old one of opening eyes and ears to the message-bearers. They in person, instead of between covers, are bound to display a certain limitation, yet I think it is better on these occasions if we each chat away freely and transparently, rather than take refuge in a lecture on our subject.

It is ultimately impossible to come to any conclusion about the benefit—or the reverse—of one's own performance. For me, these brief but highly individual encounters with so many different types of schools have been startling and quite unlike anything I have previously experienced. My only regret is that even after two or more follow-up visits to a particular school there cannot be, in the circumstances, any fuller involvement. But thinking of the impact made on my own youthful self long ago by the many writers who found to a literary society which I founded (subscription, 2s a year), and whose membership included a healthy sprinkling of sixth-formers from schools in the neighbourhood, I know that an author's presence and his spoken words are able to add an important dimension to the understanding and appreciation of literature.

For myself in those days, the sight and sound of certain poets and storytellers was frankly magic—the Shelley Plain syndrome unadulterated. No doubt, had I played football, the worshipful object would have been Alec James. I found that these writers talked wonderfully, none of them having much idea of how to make a speech, and read from their own works both badly and definitively at the same time.

I remember Edmund Blunden and his notes written on the train, but still good enough for a calligraphic exhibition; Elizabeth Jenkins describing Jane Austen's world with the very accent of its characters; Osbert Sitwell, aspen with Parkinsonianism but resonant and witty all the same; A. B. Coppard, small, watchful, amused; the young George Lamming just arrived from the West Indies; and many more. Few such people would have troubled to visit little groups such as ours had they not believed that what they were doing had some importance where writing was concerned.

The Eastern Arts Association's branch of Writers in Schools, of which I am a member, contains 30 other names. After a cautious start in 1973, requests for our services from the many schools and colleges in the six counties of our area, as well as our own recognition of the worthwhileness of what we are, in our various ways, trying to do, have proved that the scheme is a first-rate method for introducing the young inhabitants of a region to the writers who work in it and who are frequently inspired by it. Never having attended my colleagues' classes, and knowing that the best way for those who are at all interested in a remarkable idea is for them to get hold of the excellent booklet containing all the information, I have kept to personal impressions.

All in all, what I think we achieve in the collective sense is some kind of direct breakthrough to the imagination of children. We are both strangers and familiars to them at once, men and women who are inside the category English, but also outside it too. We create, and what we tell certain special people hearing us, those boys and girls whose senses are alerted by language, is that they could—and should—create as well.

"Writers in Schools 1975-76" is available from the Eastern Arts Association, 30 Station Road, Cambridge CB1 2JH. Next month's contributor to the *Recollections* series will be Lynn Reld Banks.

No bells, no sanctions

Chris Woodhead reflects on the value to his sixth-form students of a residential creative writing course

Memorize accepted opinion, familiarize yourself thoroughly with the prescribed texts, be well enough organized to make maximum use of the allowed three hours and you will do well in A-level English.

Cynical, maybe, but I think, largely true. So I was sympathetic when the more sceptical of my sixth formers asked me exactly why I wanted them to go on a creative writing course. "Well, in a sense", I said, "it does not have much direct relevance, though I'm sure that writing yourself will make you much more sensitive to the problems that face the novelist and poet than you are at present, and we will, of course, have a great deal of time to talk about the set texts. But more important, A-level English isn't just the examination, is it? The course ought to include some of your own writing; you will find it satisfying, if difficult, to do, and you might even discover that writing about things helps you to understand them better."

The old arguments. Why do we make our children write story after story through all their school years from five to 15? Does creative writing really order experience and so make tolerable the chaos of growing up? For most children, I doubt it somehow. But I also doubt the educational validity of the traditional A-level English course, and, when the opportunity came up last autumn to take a group of sixth-formers on an Arvon Foundation writing course, I was curious to see what could be achieved in a five-day residential setting.

As their handout has it, the aim behind Arvon is a simple one: "To afford opportunity to those who wish to meet and, in a completely informal situation, to consult and work with practising artists." The attractions to a teacher who sees English at A level as something more than the regurgitation of memorized opinion are obvious. But what exactly was achieved?

There are no easy criteria by which to judge. One positive result as far as the actual English lessons go has been an improvement in the quality of classroom discussion. People seem prepared to give more of themselves; there is less of the silent waiting for the words of the teacher's infallible knowledge. In a way I think that the fact that we were on an Arvon writing course is incidental to this improvement: the important point is that living together for five days gave us the opportunity to get to know each other better. But two things about the Arvon trip did contribute a great deal to this healthier attitude: everyone, including me, had to write something and I, the teacher, was relegated in the presence of the two writers to the role of student.

The Arvon brochure emphasizes the voluntary nature of the experience, and in an open course everybody has obviously chosen to join. In our case it was slightly different. I was keen, of course, for everybody to come. I knew, however, that some just were not interested, and that others would be terrified in a situation where they had to write. It was a question, therefore, of exerting pressure but knowing the individual, and I think in retrospect that there has, at the very least, to be a real open-mindedness on the part of the student. I took people about whom I was anxious and I can say, I think, that even the most reticent gained from it.

But it is a demanding, at times even claustrophobic, experience in which the individual is thrown back into him or herself. Toteleigh Barton, where we stayed, is a beautiful, but isolated, house. No bells ring to end the lesson. No sanctions hang over the heads of the unmotivated. I found this lack of structure disturbing, and I know that most of the students did.

It is a reflection, of course, of our unhealthy dependence on the inhibiting security of the five-period day, but it is also a psychological fact.

All but one of us, nevertheless, wrote something. It is meaningless, and, I think, irrelevant to comment on quality. As teachers, we hope we can spot the felicitous expression and, out of sometimes dubious motives, we seize on what we believe is confessional honesty. Ever conscious that the advice might be totally wrong, we try and suggest ways in which writing can be improved.

Perhaps the irrelevance of our advice does not matter provided that it is given within the context of a relationship where the writer knows that you care about what they have put on paper. It is not until you, the teacher, are forced into the position of reading your offering to the waiting group that you remember just how painful an experience this public expression of inner feeling can be.

I was taken back 20 years to my miniature primary school desk when Michael Baldwin, one of our two resident writers, said he liked my poem. This ridiculous but real need for reassurance means that the personality of the writers who tutor the course is a crucial factor in how the week goes. Towards the end of the course, Ted Hughes said to me that when a course goes wrong it is the tutor's responsibility. I think he is right. It is clearly possible for a group to fragment through its own destructive dynamic, but a skilled leader can do much to help positive learning evolve. Not all writers are going to possess such skills, and we were lucky to have Michael Baldwin, whose personality and experience made him in many ways an ideal tutor. But if I take another course to Arvon I shall want to know first who the writers are to be: their role is too fundamental to be left to chance.

A measure of the warmth and rightness of the tutors' attitudes on our course is the fact that four people who had never written anything before going to Toteleigh Barton now do so regularly. This is ultimately more important to me than listening to a clearly brilliant story a girl called Claire wrote when we were in Devon. Claire's talents are exceptional and they are geared to a deep need to write: she does not in the long run need either Michael Baldwin or me. But others did want a great deal of encouragement, and it is my hope that the confidence they gained from our response to what they wrote will continue with them a long time.

The signs so far are that the course has not been forgotten. Some people continue to write. I do not think I am imagining things when I say that the experience of working together as a group for five days with me, the teacher, sharing the role of student has altered the nature of our classroom relationship in a fundamental way. To meet real writers was clearly a kind of inspiration. Literature became something actual people did, something to do with the incoherence of what happens today, not something impersonal and dead to be annotated and analysed. These students have still to sit the actual examination, but I will be surprised if the results are not the better for going to Toteleigh Barton.

Chris Woodhead is head of English at Gorse Farm School, Arvon. Schools and individuals interested in Arvon courses should contact either Bill Lloyd, Arvon Foundation, Lumb Bank, Hobden Bridge, West Yorkshire (Hobden Bridge 3714) or George Tardios, Arvon Foundation, Toteleigh Barton, Sheepshead, Beaworthy, Devon (Black Torrington 338).



The young Ronald Blythe (right), in a meadow near his home "where I did masses of boyhood reading."

UPPER 150

Stories for speedy readers

by J. M. Oldfield

Cassette-Book Sets: 748 and 750
Scholastic Publications Ltd.
161 Fatham Road, London SW3.
£3.00 per set including VAT.

Almost all children enjoy having stories read to them and these cassette-book sets exploit this by providing the exact texts to be followed in the book while listening to the tape. A few of the stories are traditional, many are quite well known. The narrations are clear and the books attractive, but the combination has its difficulties.

Vocabulary and content are suitable for an able six-year-old who is listening, but the narration speed of about 53 words a minute, although much slower than for normal story telling, is still too fast for all but the very fluent to follow the text comfortably. Some preparatory work would certainly be necessary.

Set 748 contains five stories, including the traditional "Bremen Town Musicians", "Clifford the Big Red Dog" and "Clifford the Small Red Puppy" are pleasing, humorous stories, though the occasional Americanisms will have to be explained. The Big Red Dog story book is in comic-strip form. "Benny and the Bear" is an exciting adventure about Benny's ambition to "do something dangerous", which contains some

helpful repetition. "The Little Raccoon and the Outside World" shows a small creature bewildered, but not discouraged by a new environment—a sentiment with which most children would sympathise.

Set 750 gives three, longer stories: "Silly Billy", "Charlie the Tramp" and "Hansel and Gretel". Silly Billy is a sympathetic character who always "dropped things". Again there is a lot of useful repetition. Charlie is a young beaver who decides to be a tramp but is drawn irresistibly back to his vocation by the "trickling, tinkling song of the stream" which seduces him into building a dam.

Other cassette-book sets feature similar material: Clifford turns up again on number 749, and number 747 contains three old favourites, "Henny Penny", "Jack and the Beanstalk" and "I Know an Old Lady" (song), otherwise the mixture is about 2:1 modern stories to traditional.

The sets provide an attractive alternative to the more usual types of reading, but it is a pity that only one copy of each book is provided. One or two more of each title would enable the recordings to be used by small groups. Teachers might, of course, prefer to buy extra copies of the books the children like best, these cost 25p each.

Getting wet behind the ears

Time to Wash, a leaflet about personal hygiene, is now available again. It is published jointly by the Council of British Ceramic Sanitaryware Manufacturers and the Health Education Council, who say it is aimed "to help teachers and parents explain the meaning of personal hygiene and personal comfort

to children". Time to Wash takes a group of children through one day's personal hygiene from getting up to their "nightly" bath.

The leaflets, which are illustrated in colour, are available free in limited quantities from the Council of British Ceramic Sanitaryware Manufacturers, Federation House, Stoke on Trent ST4 2RT.



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This season we've included France and Italy as well as Austria, Switzerland and Spain to give you a full 16 resorts to choose from.

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Manifold blessings on the Leek line

by Frances Farrer

Brian Nicholson, head of Waterhouses Secondary School, Staffordshire, is a steam-enthusiast. He is also mad about old vehicles.

Since he bought his first, 10-ton traction engine in 1953, his private collection has included a steam roller, a vintage tractor, a horse-drawn fire engine, a fairground traction engine and a bus. It seems these enthusiasms are fairly general at Waterhouses, for he now has his 15-year-old 16-year-olds involved in an ambitious project: to build a railway for one and a quarter miles in the Manifold valley. He also has the support of 95 per cent (Waterhouses School opinion poll) of local residents.

Waterhouses pupils have taken part in Mr Nicholson's engines for several years. They demonstrate corn threshing with his traction engine at the county show, transport his first locomotive on a trolley, and helped to run it at the local spring fair to raise money for a swimming pool. Now they are busy clearing ground, planting flowers and building coaches for their own narrow gauge railway.

The line will run between what was once Ruyard Station through some pleasant countryside to the shore of Ruyard Lake. Building it is intended to provide the pupils with an imaginative long-term project which uses various skills, and to create a leisure amenity for the inhabitants, tourists and old people. Two projected routes had to be abandoned because of planning permission and other difficulties, before the present one of an old railway trackbed which ran from Waterhouses to Hulme End between 1904 and 1934, when the line

was torn up and its two locomotives sold for scrap.

Waterhouses School already have a locomotive, purpose-built to exactly one third the size of the original trains which operated in the Manifold valley. It is a precise replica of the first train designed for the line by E. R. Calthrop and is named after him. The new train will pull 10 coaches, each carrying 12 passengers. It operates on 10 1/4 gauge, and they hope to have it running by the spring bank holiday.

Building the railway has drawn on many skills, and decision-making and planning have come into several subject disciplines. The children have surveyed the area (with some help from local students), decided on materials, worked out gradients and weights and dimensions for track and coaches. They have studied the history of the line and the area, and written and made video recordings on the progress of the project. They have cleared and dug out the old trackbed, moved fencing and rubbish, sawn and drilled sleepers and built, to date, three coaches. Publicity and correspondence have drawn on art, English and business studies.

Work started on the planning in late 1973, so there are now quite a few ex-Waterhouses boys and girls whose interest extends to offering voluntary help at weekends. Towards the end of the scheme they will probably need all the help they can get. There are 225 pupils at the school, only the 15 and 16-year-olds are involved, and devoted to the railway is about one fifth. As well, the project is being slowed up by opposition from two

unions, the Transport and General Workers' and the Union of Construction, Trade and Technicians.

Work on clearing the site started when permission was given. The school carried the engine, a steam roller, a vintage tractor, a horse-drawn fire engine, a fairground traction engine and a bus. It seems these enthusiasms are fairly general at Waterhouses, for he now has his 15-year-old 16-year-olds involved in an ambitious project: to build a railway for one and a quarter miles in the Manifold valley. He also has the support of 95 per cent (Waterhouses School opinion poll) of local residents.

Naturally they are anxious to over-see the project. The school has about £10,000 so far and at least £2,000 more. It has been privately financed and must be self-financing. The head is always on the look-out for a profit. He begins to show a profit. He has built another track, engine, up line and a down line, and possibly provide some coaches. He hopes that the school will have been able to maintain the railway independently.

So far 144 of permanent have been laid, and 200 ft of temporary track for site work. The 12 ft lengths of track are assembled at the school and transported to the site by a tractor. The Waterhouses school press on undeterred.

● Above: the children of Waterhouses take a ride on the train.

Aids for nimble craftspersons

From the Nottingham Handicraft Company, Melton Road, West Bridgford, Nottingham, NG2 6HD

Any form of presentation which helps to encourage initial interest for a subject is always welcome. And my enthusiasm was certainly aroused when I started looking through How to Weave Simply set of 35mm slides in the "How To" series.

This set of 12 slides, with captions and covering notes for the teacher, shows how to make up three different types of simple loom, then on to suggest ideas for some woven patterns.

Ten subjects are covered in the series, including favourites such as tie and dye, fabric collage and quilting, as well as the more unusual crafts of

spinning, string collage and screen printing on fabric. At £1.30 a set of 12 slides they are good value.

The Butterick Sew and Sew programme is also inspiring, although rather more expensive. For £27 you receive a volume containing between 46 and 58 overhead transparencies with teachers' notes and covering the whole of the programme.

Each volume is subdivided into between eight and 11 separate sections, each one exploring in detail a particular aspect of dressmaking. They are well produced and clear to follow, being geared to modern paper dressmaking patterns.

The whole set of five volumes takes the class from the very beginning, choosing the right fabrics and equipment, through measuring, fitting and adjustment to the final points of shaping, buttonholes, collars, etc. The complete course

works out at £108 which is not too high for a part can be purchased separately. The covering notes are included with each volume, and each volume is worth the investment in itself at £23 a copy, provided you do not mind the American terminology.

Another very good idea from Nottingham Handicraft Company is the series of teaching cards on the various stitches. There are six sets, each dealing with basic stitches and the other with more advanced stitches. Each set is 30cm by 20cm (12in by 8in) and contains 12 cards. The laminated cards of black and white photographs show the steps-by-step of the stitching, and are much clearer to follow than most stitch diagrams. £2.45.

Publishing

David Ellison

There is a local history of our city since the 18th century. The resources: a 100-year-old press, with five founts of type, just capable of printing cards; a band saw machine; a banda in the common room; and a personal typewriter.

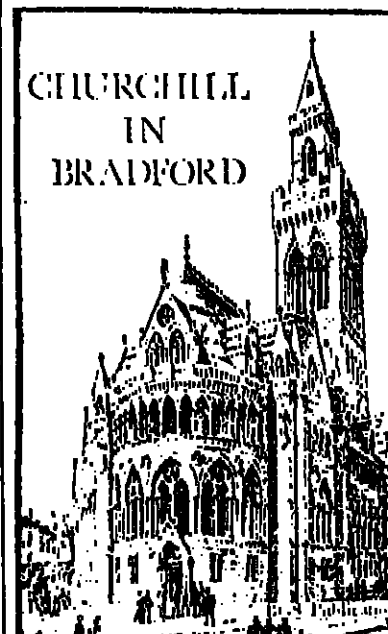
Efforts were directed at publishing material. For the first time in the history of the nineteenth century a special reference to the Bradford region. The tutor of this course ran a three-year adult education class for the Workers Educational Association, and under his inspiration we were able to publish unpublished material. These and others we ran off in the school, putting a title in front of each set of boards, so turning out a series of booklets. But as the life of a printed word seldom exceeds five or six classes, we decided to upgrade the presentation of the material.

We got a grant of £20 from the Bradford Education Committee for our first effort, and were fortunate enough to find a firm which ran both a typewriter and a photolitho print unit. Our own printing society, with Leiret and on top of the town hall we were able to print the first title, if necessary and do it ourselves.

Naturally they are anxious to over-see the project. The school has about £10,000 so far and at least £2,000 more. It has been privately financed and must be self-financing. The head is always on the look-out for a profit. He begins to show a profit. He has built another track, engine, up line and a down line, and possibly provide some coaches. He hopes that the school will have been able to maintain the railway independently.

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Making it general

Ivor K. Wymer

The 1964 Industrial Training Act sought to improve the general level of training to meet the manpower needs of the 1970s. It worked through industrial training boards, which attempted to serve the needs of particular industries, or groups of related industries. It was expected that training would include an element of day release for "education", particularly for young people.

Despite progress in some industries, the Act and the boards were dismal failures. This was especially true of the policy of expanding part-time day release education. The total number of young people released actually dropped between 1964 and 1974, and the proportion of the age group rose from 19 per cent to only 24 per cent. Even where part-time further education was planned as an integral part of a training programme, it was unclear about its objectives. It certainly did not provide the liberal education propagated by the Central Training Council.

In practice, little was done to promote the "development of the individual" and "the flexibility of approach" which was supposed to be the policy. Examples could (and probably still can) be found of young people, employed for four-fifths of the week on the shop floor, spending half their day-release time in workshops. The whole process was narrowly conceived. In some cases students were prepared for jobs which no

longer existed by the time they had completed their training. Industrialists, who were largely responsible for the training programmes, pronounced on the poor level of their employees' education. Many of those who complained about standards in English disapproved of day-release courses which included as much English as workshop practice.

Towards the end of the 1960s, it became clear that training would be much more effective if based on a higher level of general education. For people who are likely to change jobs several times during their working lives, an additional year of general education is more beneficial than narrow vocational courses. The job prospects of many young people will depend on the preparation they receive for areas of expanding employment. These are many and varied, in the broad area of the services.

A good example here is the social services. Although there is dispute about the rate of development, the need for a comprehensive service has been generally accepted since the Seebohm report. There are thousands of job vacancies: some local authorities in the West Midlands are over 25 per cent understaffed. One simple explanation is the failure of training to keep pace with demand for staff. The number of places available for professional training at various levels is far below what is required to staff the services.

Most young people, it is estimated, are not good enough to enter the field require a good general education rather than specific vocational preparation. The usual requirements for trainees who intend to take the Certificate of Qualification in Social Work (the full professional qualification) are two A levels. However, the "equivalent" is acceptable, providing the applicant's experience includes other relevant aspects.

COSW training is limited to the leisure on the fieldwork side of the social services. For those who work in the various residential and day care establishments the New Training has been introduced. Most of this will take place in-service. Good general education and relevant practical experience is required for entry.

A growing number of young people wish to enter this or a related area of employment. Schools and colleges making provision for the 16 to 18s must take this into account, and offer courses which develop a sense of responsibility, improve oral and written expression, sharpen personal consciousness, and widen social experience.

There are a large number of jobs available at ancillary level. Again, staff are selected on general personal qualities rather than specific qualifications. This is the reality on which careers advice should be based.

Professional social workers will, no doubt, be drawn largely from the two or more A level achievers. But assistants and workers in the non-statutory services—for example, community relations assistants, playground assistants, assistants in centres for the mentally handicapped—will be recruited from those with more modest academic achievements. This does not mean they cannot progress to full professional level if they have the ability and inclination.

Opportunities at a similar level are available in a wide range of developing services and also on the personal side of manufacturing industry. They indicate social and employment trends which are not adequately reflected in schools and colleges educating the 16 to 19s.

Ivor K. Wymer is principal of Bilston Sixth-form Centre, Wolverhampton.

TALKBACK

Ideas, argument, experiences, research

Bradford school produces local history pamphlet/Preparing teenagers for social work/Teaching the writing of haiku



● "Show at the circus", a water colour by a three-year-old Armenian boy, Aram Megralyan, whose work has been on display at the Children's Art Gallery in Yerevan. His father says the boy refuses to go to bed until he has finished a drawing.

Poetry as technique

L. M. Hall

Teaching children to write poetry is notoriously difficult, especially at the secondary level. Poetry is considered an alien form of writing: it is not natural for children to write it on their own account at home or even to read it for pleasure. Therefore, even if you have prepared your ground adequately, you can generate suspicion and sometimes a sense of frustration, with few worthwhile results.

Children often feel they are being put at it. It is not good enough to assume they are naturally creative, present them with a "subject", and tell them to write a poem.

I use an approach which I find to be much more successful: I wrinkle out some charming imagery (not verse) from children. It is not so much emotional as technical preparation that children need. Quite obviously we reject the emotional side at our peril, but we must try to provide a technical peg for them to hang their ideas and feelings on.

Teaching the writing of haiku is one simple and easy way of developing a consciousness of poetry as technique, as well as a medium for feelings and ideas. It can be taught at all age levels. I first tackled it with a good second year class.

I got hold of reproductions of classic Japanese paintings (the more exquisite and delicate the better—Hokusai and Hiroshige offering excellent examples) and some beautiful posters from Japan. Air Lines, which were close in spirit and feeling to the classical art. I made a big splash with these prints and posters and also with adventure from the British Museum, all of which I mounted on black card affixed to display boards.

Since the strangeness of oriental art may well strike the children first, and in order to forestall a scornful and derisive response, I emphasized how different Japanese art was from what they knew as apparent oddness, and insisted that difference should not be equated with inferiority. I mentioned in passing that some African and Chinese, as well as Japanese, art was valued most highly and sought after by most museums in the world.

I then discussed the quality of

the paintings, doing what amounted to a vocabulary exercise. I aimed to elicit and, if necessary, to introduce words like elegant, graceful, delicate, exquisite, refined. I talked about the light touch, deft execution and simplicity of these beautiful paintings. This was a perfect introduction to the poetry which, I pointed out, was just as elegant, simple and delicate.

I had duplicated five examples of haiku from Basil's *The Norton Book to the Deep North* and other travel sketches, which I read with the class. I then gave them a detailed analysis of the haiku structure. Since these miniature poems are organized according to their syllables, I elicited first what a syllable was, and we then talked about monosyllabic and polysyllabic words, doing a few examples together on the board. I then emphasized that the haiku must contain only 17 syllables, and that it must be divided into three lines of 5-7-5.

Translations of haiku (like some of those on the sheets in front of them) often fail to achieve the right number of syllables a line, though I isolated upon a strict adherence to the pattern. To show them it could be done, I had attempted a couple of haiku myself and read them to the class. We then reread Basil's poems and discussed their content, emphasizing the way in which a picture of nature or a feeling is hinted at in one or two strokes; the way the poet tries to pinpoint a brief moment in time by using just a few details.

I suggested the children write at least two or three haiku; some produced five or six. Many were startlingly good, as may be seen from these examples from the second year.

I look at my hand.
I see valleys and mountains
And paths to nowhere.

Eyes are red and wet
And hearts are sore and broken,
Longing for the past.

The Far Eastern Art
With its line so slight but firm,
Each sketch holds a thought.

I found this a useful exercise for heightening the children's awareness of the formal nature of poetry, and the craftsmanship required of the poet. It helped them, too, to appreciate that a strictly disciplined framework can enable them to order their thoughts and feelings more clearly and succinctly than an unstructured impressionism can.

L. M. Hall teaches English at Clapham County School, London.

and further particulars
in the undersigned, to
for all primary posts
by March 24th, and
not by March 31st. "



NORFOLK COUNTY COUNCIL

Education Department

SOUTHERN AREA

Thetford Fulmerston
(Co-Educational Grammar) School
Bridge Street, Thetford.
Headmaster: Mr P. L. Poel
No. on Roll: 740

Applications are invited for the post of

Second Master

for September 1976. The post carries a salary in accordance with Deputy Heads Scale Group 10.

Application forms and further details may be obtained from the Headmaster.

LONDON BOROUGH OF HILLINGDON

BOURNE SCHOOL

Southbourne Gardens, Ruislip HA4 8TB
(Group 10, 825 boys and girls on roll, 82 in Sixth Form) Headmaster: J. L. Sibbs, M.A.

Required for the Autumn Term 1976.

DEPUTY HEAD TEACHER

The Authority wishes to appoint an enthusiastic, experienced and well qualified teacher to this important post. The successful candidate will have particular responsibility for:

Co-ordination and Development of Curriculum
Major responsibility for timetable construction
Bourne School will be re-organised in September 1976 as a five form entry Comprehensive School with an all ability intake.

Application form and further particulars from the Director of Education, Belmont House, 38 Market Square, Uxbridge, to whom the completed form should be returned by Monday 22 March 1976.

This is a re-advertisement—previous applicants need not re-apply but will be automatically reconsidered. London Allowance Payable.

75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

EDUCATION DEPARTMENT

BORDESEY COMMUNITY SCHOOL

(Temporary Name)

GROUP 11 + SP5 ALLOWANCE

Six-form entry, 11-16 MIXED

Required for September, 1976. Two DEPUTY HEADS

move into new premises in September, 1977. The

successful candidate will have particular responsibility for the

aspects of planning and development of the

school, which is designed as an integrated unit

for the young people and the community of Small

Heath. Accommodation for this exciting project includes

a Public Library, Public Swimming Pool and Social

Centre. Distinct functions for the Deputy will

include:

1. The development of a social care structure.

2. The design and management of learning situations

and facilities for all members of the

Community School.

From September, 1976, for one year, one Deputy

will be expected to carry out all aspects of day-to-day

organization in one of the 5 schools which

will merge to form the new Community School.

Further details and application forms may be ob-

tained from the Headmaster, Bordesley Community

School, Bordesley Road, Birmingham B9 5XZ, to

whom applications should be returned not later

than Wednesday, 24th March, 1976.

There is a scheme for assistance with removal ex-

penses.

London Allowance payable.

75% removal expenses in appropriate cases and some

assistance with temporary accommodation may be

possible.

LONDON BOROUGH OF

HILLINGDON

SECONDARY

Headships continued

CORNWALL

EDUCATION COMMITTEE

REORGANIZATION SECONDARY

Headship

Applications are invited for the post of

Head of a new secondary school to be

established in September, 1976. The

successful candidate will have particular

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development of the school, which is

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THE TIMES EDUCATIONAL SUPPLEMENT

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The diversity of custom

National and local history should constantly inform each other writes
Anthony Fletcher of the University of Sheffield

When serious study of local and national English history became established in the last century, the two dimensions of the subject were seen in different terms.

National history was essentially political, the story of the evolution of the constitution, a means to teach patriotism by examples. Victorian history and clergy, meanwhile, pursued their interest in genealogy, manorial descent, churches and manor houses. Local history was an outlet for family and local pride, a subsidiary aspect of the subject which might at best enrich the history of England with a few new facts.

Much has changed. In the first place, local history has established itself in its own right. Much emphasis is placed on it in schools. Leicester University has a department of English local history. Inaugurating the department in 1952, Professor Finberg defined the business of the local historian: "to react in his own mind and to portray for his readers the origins, growth, decline and fall of a local community."

Recent studies have supported Finberg's claim that the standards of historical scholarship in pursuit of this aim could be no less exacting than in research on national history.

Margaret Spufford's study of three Cambridgeshire villages, *Constraining Community*, and David Hey's book on *Myddle* in Shropshire, *An English Rural Community*, have shown what can be achieved by close analysis of all the available evidence for a particular community. Work by A. M. Everitt, the present holder of the Leicester chair, on decayed market towns and primary towns has encouraged urban historians to think about urban classifications, as well as produce studies which emphasize the unique features of a community.

In short, local history is on a new basis and very much alive. The opportunities for group work

in schools and colleges are enormous. Extramural and WEA classes have led the way. A good variety of introductory books on sources and methods are available, from P. G. Emmison's excellent *How to Read Local Archives* to Alan Rogers's *This was their World* (published in conjunction with the BBC's programmes in 1970).

Method and approach are all important and specific to the subject. If local history is to be combined with the study of other aspects of the local environment as an integrated school subject, as is the current trend, its integrity and standards must be preserved, otherwise the chance to produce fresh work that is exciting and worthwhile will be lost.

How far should history teachers encourage their pupils to concentrate on their own locality? It may be easier to awaken interest in the home town or village and the convenience for fieldwork is undeniable, but there is a danger of the emphasis on the neighbourhood going too far. Historians should be defending the need for the subject to be studied at all levels, from continents to villages, if it is to stretch the mind and imagination. So far as national history is concerned, it is the diversity of custom and the differing localities, rather than the features of a particular one, which teachers and students need to be aware of.

As the interests of historians have shifted away from the study of national institutions towards questions of enforcement of government policies, they have found themselves making more and more use of the abundant local records left untouched by those who established the main lines of the political story. We have begun to look in a new way on the progress of the Reformation in England and France as a result of work such as A. G. Dickens's *Lollards and Protestants in the Dio-*

cese of York and N. Z. Leach's *Reformation in the Towns*. Recent investigations into the *Culture in Early Modern England* of the response of printers in Lyons to the ideas.

Likewise concern to understand the impact of the English Civil War and the Revolution has led to a new work on particular aspects of the subject, such as the forests of Berkshire and Surrey—E. P. Thompson's *Whigs and Hunters* has shown brilliantly in his *Whigs and Hunters* how one-sided an account of the eighteenth century has been of the political and social changes of the nineteenth century.

Through all this work becoming increasingly clear is only through detailed study of the subject to be a new and fuller version of history can be written.

These developments have important implications for teachers. The opportunity of original work in the study of the community, for example, the study of St. Charles (Stuart) in the West of England, is a new and exciting area of research.

Explorations of the relationship to a local community, or nonconformist church, or a local industry, or a local custom, diet, medicine, education, social history in which benefit from a local study of a local community to take account of the local text. Whatever the level of a national and local history constantly inform each other.

continued from page 45

look and in looking to see, Peter, aged 10, had no pretence for scholarship. He could barely read. Visiting a great kitchen he saw a spit for roasting joints. His subsequent work on "fashions in eating" was surprising in content, quality and presentation.

This brings me to the use which is made of children's historical findings. Within the school their work should be seen as a "fashion in eating" in communication. "We have visited, we have seen, we have discovered. Look." Children's pictures and writings should be mounted alongside maps, reproductions, books, artefacts and models. There should be a mixture of factual accounts and imaginative writing.

From time to time it is helpful to mount a small exhibition to show how different groups of children have tackled a similar project. I remember a "Tower of London" exhibition which included a bodiless beaumont (painted by a five-year-old), a sophisticated dyed hanging of the White Tower, worked by a boy of 11, a junk construction of the water gate made by a group of infants and a scale drawing of the castle wall drawn by a mathematically oriented nine-year-old.

The exercise was useful to the children, who were shown that there were many ways to present one topic, and to their parents who could appreciate how the process developed learning across the history years. But communication should not only be visual. The drama period allows children to work out the ideas of fantasies; the assembly gives the opportunity of presenting ideas and discoveries in mime, movement, words and music.

It is difficult to evaluate the success of the methods I have described in terms of knowledge of dates or mastery of the various facts of history. What is most noticeable, however, is that the children are visually aware of their present environment and have a feeling for the past—as this writing by an 11-year-old girl shows:—
Pickering Railway—Yorkshire
"You'll never get a train over those hills"

he said.
But they came with wooden beams and iron rails.
Truck clips and a pair of wheels
They dug and flattened, laid gravel
Then laid beams and rails. . .
Further and further they went
Straight into the hills. . .
"You'll never get a train over those hills"

he said.
But they came with wooden beams and iron rails.
Truck clips and a pair of wheels
They dug and flattened, laid gravel
Then laid beams and rails. . .
Further and further they went
Straight into the hills. . .
"You'll never get a train over those hills"

Henry Pluckrose is author of "Let's use the Locality" a general editor of the *On Location* series (Mills and Boon). The poem "Pickering Railway" is reproduced from *Open School, Open Society* by kind permission of Evans Brothers.

Shock report — panic in the classroom

Tony Howarth

In the past decade the secondary history teachers felt themselves threatened. Some swore they would approach the subject with the wheels of siege-battering and many beloved their subjects were already being dismantled. The only finding in a newly published research report which does not alarm the reader is shown brilliantly in his *Whigs and Hunters* how one-sided an account of the eighteenth century has been of the political and social changes of the nineteenth century.

Through all this work becoming increasingly clear is only through detailed study of the subject to be a new and fuller version of history can be written.

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Business history

By R. G. Garnett,
Deputy Director,
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In Britain business history is scarcely and sparsely taught. Few teachers are encouraged to offer it as a subject because there are no recognized standard or synoptic texts, only a motley of company histories which require massive reading with the prospect of limited illumination. This is disappointing when one considers the explosion of economic history teaching in the last 20 years and the equivalent growth of business management studies, let alone the more limited offshoots of labour history, urban history, transport history, all of which are taught more widely than business history. History of art, architecture, education, science and technology also hold their place in university and professional courses. Now business studies have become more analytical, there is even more need to add an historical perspective.

Business history is ambivalent. It can show impressive scholarship but a negligible transmission of this material in form suitable for teaching. So far it cannot claim to be more than emergent, a discipline which continually adds highly specific monographs, often impeccable *per se*, but still awaiting a synthetic whole. Many leading British economic historians were commissioned to write business-house histories during the 1950s and 1960s, but no one has yet attempted a synoptic study of business in the economic history of Britain from, say, 1800.

Business history is taught in Britain as an honour degree in only two centres, although it is included in at least one other degree course. The two major business schools do not have regular courses in business history. Something akin to business history is available in a handful of courses for Higher National Diploma in business studies and a subject bearing the

title of business history was part of the syllabus for the examinations of the Institute of Marketing. During the 1960s a GCE board provided an O level syllabus in history of commerce, with few takers. The Administrative Staff College at Henley on Thames, has offered an appreciation course on biographies of business leaders. It appears that whatever business history there is is taught to students of economics, business and management, and not to history specialists.

Apart from the growing literature, mainly histories of firms, there are several other impressive developments in business history. These include the Scottish survey of business history; the Yorkshire bibliography of firms; the services of the Business Archives Council in the management; the support of the Social Science Research Council for local research surveys; a forum for work-in-progress and other papers provided by the journal, *Business History* (Liverpool University Press), and annual seminars at Ealing Technical College which grew out of the 1973 Cranfield symposium on business history.

The pursuit of business history should not be thought of only at degree level. Much of its material is localized and its evaluative activities fit well into school projects. Local surveys of business concerns, their longevity and the changing employment and marketing patterns as seen in trade directories, the scope and increasing availability of business records, together can provide record analysis and evaluation of non-quantifiable evidence as part of integrated study schemes for senior pupils.

The prospects are also brightening at post-school level. There are mounting opportunities for business history teaching in modular courses. Business history should also become more easily assimilated into interdisciplinary studies programmes.

Business history lies broadly in any one of at least four fields which are not entirely mutually exclusive. (1) Micro-studies—business house histories. (2) Sectoral—histories of institutions or industries. (3) Global—generalized histories of business and the business community (mainly American sources). (4) Comparative—the most recent

and perhaps the most useful approach to business history. Comparative studies, may take the form of analysis of selected industries or regions.

Business history can be a hidden area in economic education, help explain economic factors, relate business and social history, and show how firms react to specific forces and the emergence of business as a reputable discipline on it becoming more interdisciplinary. Unless they are prepared to embrace these changes, business history will be left to the whims of a few enthusiasts. The major factor well be the organizational change whether business history could enhance of technology on business terms and markets, and could help to test economic models. So far the business history has provided the social and historical awareness that is a base generalization in administration, not have formulated many theories. They have shown that in the business creed as a historical awareness that a system is also a set of rules.

Perhaps business history written for separate monographs for specialists, general studies, narrative, and wider readership. Professor the United States has made a case for studies of business, trade associations, the evolution of business and such as marketing and comparative business history.

Whatever form business history should take, it should be a subject which is not merely a collection of facts, but a subject which is alive and which can be used to achieve the values of history. It must have a meaning for building business. In the last analysis it is the consciousness which is the matter of history" (Hart

In its own right

Archaeology should no longer be treated as the handmaid of history. By Frances Hill

Archaeology, a subject of perennial fascination to both children and adults has been sadly neglected in schools. Last April a group of teachers, school advisers, museum heads and others formed themselves into a committee, under the name of the Council for British Archaeology, to encourage the teaching of archaeology at primary and secondary levels, both as a non-examination subject. They have already discovered "a tremendous amount of interest" among teachers, all of whom are keen to teach archaeology as a subject in its own right, though only a handful of schools currently have a formal syllabus in archaeology.

One of the committee's first tasks has been to examine how much archaeology is already being offered, and what sort of help teachers want to set up new courses most needed. They have found that although many schools include a little archaeology in wider courses, few have a trained archaeologist on the staff who teaches it as a subject in itself. Only three or four schools teach archaeology to A level, although the Cambridge Examining Board have held A level archaeology examinations since the 1950s. There is no O level archaeology at present, but the London Board are setting one up, to be held for the first time in 1977.

The committee have received many inquiries from teachers, often with no archaeological background, on the best methods of introducing archaeology into the syllabus available. They are doing their best to give as much useful advice as possible in reply to these inquiries, and are sending out questionnaires designed to discover how they can be most helpful to schools. Since there are few trained archaeologists, the committee are keen to encourage teachers to perform by historians, geographers, classicists and scientists, who may be strong in some areas but need help in others.

Kate Pretty, chairman of the committee, a professional archaeologist at New Hall, Cambridge, is "particularly interested" in seeing archaeology widely taught in primary schools. The subject is "suited to project work", having both "practical and academic" aspects, and it has an in-built "fascination" for children. She is keen to see it well and imaginatively taught as a subject in its own right: "at present, the claims, it is still 'dressed by Victorianism', treated as a 'handmaid to history', as more 'treasure hunting' or 'evidence gathering for other subjects'. One of her aims is to show that archaeology involves 'making judgements about people and things'.

There is a wide variety of kinds of archaeological fieldwork suitable for children of primary as well as secondary school age. One type which is not suitable, says Miss Pretty, is archaeological excavation, for while schoolchildren do not normally have the knowledge or skill. "Modern excavation has become so complex that the professional archaeologist has become a coordinator of technicians and technicians rather than a straightforward digger."

But even quite young children can take part in surveying sites in the open. They can study the relationship between ancient and medieval sites, such as hill forts or castles, and landscapes; they can make



Reconstructing a replica of a medieval iron smelting furnace.

maps, study Roman road systems, visit buildings from the industrial revolution and historical buildings in towns, and go "field-walking", systematically searching for the pieces of pottery, bones and metal work and traces of fires that signify past human activity. They can also use local museums, although "care must be taken before visits to ensure that the material to be studied is intelligible to the age and ability of the children", the committee warn.

"It is to the junior-middle school age group that one looks for innovation in archaeology teaching", say the committee. Children can do practical experimental work such as digging, building, kilns and even huts, and making reconstructions of historical sites on school premises. The rebuilding "of a section of hillfort defence could provide information not only about Iron Age defence and Roman attack, but also about methods of construction, time taken, amounts of soil dug and timber cut, and so on". Children may also make pottery, cast metal and grind corn by prehistoric methods, and fashion costumes similar to the originals with wool woven from the school's own sheep.

Secondary schools could make good use of archaeology as a non-examination or CSE subject, Miss Pretty suggests. At present "sadly, children who find prehistory fascinating will pass quickly over it and never return to it again in the vast majority of schools", says the committee's paper on archaeology and schools. Only a few secondary schools teach archaeology to CSE Mode 3 although the subject provides an excellent means of widening the curriculum, "particularly for kids leaving at 16", claims Miss Pretty. Chris Potter, secretary of the committee and an archaeology teacher at Ardingly College, Sussex, points out that archaeological study gives "contact with Britain in the past". It also has contemporary relevance, perhaps helping form

"opinions about what's happening to the environment".

For sixth-form pupils intending to go to university, the A level course is "relatively demurring" academically. Universities have shown no "resistance" to applicants holding archaeology A levels. Indeed, claims Mr Potter, they have shown considerable interest in the qualification. There are a growing number of job openings for people coming out of university with archaeology degrees, so that archaeology is an A level subject can be an attractive option from a career point of view. Committee members are hoping for "a lot of expansion in academic archaeology courses".

The committee are soon to publish a folder including a list of books and visual aids for archaeological teaching. These are at present in short supply, but it is hoped they will increase as archaeology becomes more important as a school subject in its own right. The folder will also include a "polemic against excavation with school groups" by Miss Pretty, and other material. It will be available from Mr Potter at Ardingly School, Haywards Heath, Sussex, for the cost of postage.

The committee hope to hold workshops soon at which teachers can get together to exchange ideas and receive help and suggestions from professionals. Many people who teach archaeology at the moment concentrate on "rather small areas". Although "they may teach those areas 'very well indeed'", says Mr Potter, there is "plenty of scope for opening people's eyes to other possibilities for approaching the subject". Eventually the committee would like to encourage counties to set up archaeological advisory committees like those in Worcester and Hertfordshire, to provide teachers with detailed information on sites and museums in their areas. Hertfordshire have already produced a booklet on places of archaeological interest in the county.

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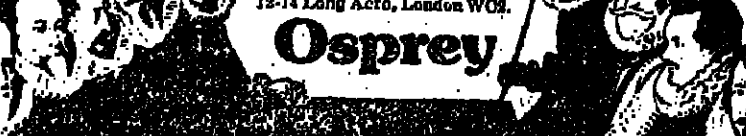
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Professor J. P. Kenyon, University of Hull.

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* *Primary and Secondary Education*, L. Harris, 1973.

Educational Appointments

Unless otherwise stated posts are for September, 1976. Unless otherwise stated applications are obtainable from and returnable to the Headteacher at the school as soon as possible (s.a.e. please).

Please quote reference number if applicable.

COLLEGE OF TECHNOLOGY

DEPARTMENT OF BUSINESS AND COMPUTATIONAL STUDIES
Lecturer 1 in Office Arts

Applicants to undertake General teaching and administrative duties within the full-time and part-time programmes of courses. An ability to give specialising an advantage.

Application forms and further particulars obtainable from the Principal, College of Technology, Church Street, Barnsley S70 2AN (s.a.e. please) to be returned not later than 14 days from the appearance of this advertisement.

CUDWORTH MIDDLE SCHOOL (GROUP 6)

Headteacher
(Ref. S.E.24)

Of this Middle School to be created as a consequence of re-organisation in the Cudworth area. The school will be housed in the premises at present occupied by the Cudworth Secondary School.

Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 22nd March, 1976 (s.a.e. please).

WORSBROUGH WARD GREEN JUNIOR SCHOOL

Headteacher (Group 5)

Application forms and further details obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 22nd March, 1976 (s.a.e. please).

LITTLEWORTH JUNIOR SCHOOL

Headteacher: C. F. Goddard

Deputy Headteacher (Group 6)

Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 22nd March (s.a.e. please).

TANKERSLEY C.E. (AIDED) JUNIOR & INFANT SCHOOL

Headteacher (Group 3)

Application forms obtainable from and returnable to the Education Officer, 50 Huddersfield Road, Barnsley, by 22nd March (s.a.e. please).

ROYSTON COMPREHENSIVE SCHOOL

Headteacher: Mr. C. Wilson, L.C.P.

Required as soon as possible a well qualified and experienced Teacher for the post of

Head of Scientific Studies (Scale 4)

In this developing 11-18 Comprehensive School, the person appointed will have responsibility for the overall and co-ordination of the work undertaken in Chemistry, Physics, Biology and Integrated Science.

Major extensions to the buildings will commence shortly and there will include a new Science suite.

HALL BALK SCHOOL FOR GIRLS

Headmistress: Miss E. Dawson

(788 on roll)

Head of Biology Department

To organise and teach the subject throughout the school to 'O' and 'A' level (Scale 3).

The person appointed will be expected to co-operate with the Heads of Physics and Chemistry.

The school, a former single-sex Girls' Grammar School, will take its fourth comprehensive intake in September, 1976.

Apply by letter to the Headmistress at the school, giving full curriculum vitae and naming two referees as soon as possible.

WOMBWELL PARK STREET JUNIOR & INFANT SCHOOL

Headteacher: C. M. Cawthorne

Required for Summer Term

Teacher

to develop a recently established Nursery Area (Scale 2).

GRIMTHORPE SPRINGVALE FIRST SCHOOL

Headteacher: Mrs. M. Cunliffe

Required for Summer Term

Infant Teacher (Scale 2)

for Music

DARTON HIGH SCHOOL

Churchfield Lane, Kexborough, Barnsley

(Comprehensive 11-18, No. on Roll: 1,230)
Headteacher: H. Crowther

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

An interest and qualification in outdoor pursuits would be an advantage. Excellent facilities include a sports hall, aquatics courts and playing fields.

FACULTY OF CREATIVE STUDIES (Scale 2)

To teach throughout the school. Organizational ability, drive and initiative are essential. A particular interest in graphics and design will be an added recommendation.

Teacher (Scale 1)

who is able to offer both French and German up to 'O' level with the possibility of some 'A' level teaching in one or both of these subjects.

Teacher of Mathematics (Scale 1)

To teach the subject throughout the school to children of all levels of ability. Opportunities are open to a teacher of integrity to follow up his particular sphere of teaching, whether it be with children of low ability or to 'A' or 'O' level G.C.E. or C.S.E. examination standard. S.M.P. is established in the school from Year 1 to Year 6.

HOYLAND GREENFIELD JUNIOR & INFANT SCHOOL

Headteacher: G. L. Meadows

Experienced Nursery Teacher (Scale 1)

DARFIELD SHROGGS HEAD INFANT SCHOOL

Headteacher: Miss M. Carson

Experienced Nursery Teacher (Scale 1)

BURTON ROAD JUNIOR & INFANT SCHOOL

Headteacher: P. Townsend

Required for Summer Term, 1976

Infant Teacher

To work initially with a class of Upper Infants (7 years old) (Scale 1). Ability to play the piano preferred.

DEARNE HIGHGATE JUNIOR & INFANT SCHOOL

Headteacher: Miss K. M. Frost

Required for Summer Term

Teacher (Scale 1)

for children aged 5-11. Music an advantage.

PENISTONE MILLHOUSE JUNIOR & INFANT SCHOOL

Headteacher: G. Walwright

Required for Summer Term

Teacher for Reception Class (Scale 1)

Teacher for Reception Class (Scale 1)

GOLDTHORPE SACRED HEART R.C. JUNIOR & INFANT SCHOOL

Headteacher: Sister M. Peyton

Required for Summer Term

Teacher for Nursery Class (Scale 1)

Closing date: 19th March.

WORSBROUGH BLACKER INFANT SCHOOL

Headteacher: Mrs. C. B. Copley

Teacher for Reception Class (Scale 1)

SECONDARY Physical Education continued

DONCASTER EDUCATION COMMITTEE

HUNGERFILL SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Doncaster Education Department, to whom applications should be sent by 15th March, 1976.

WOLVERHAMPTON EDUCATION COMMITTEE

HUNGERFILL SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Wolverhampton Education Department, to whom applications should be sent by 15th March, 1976.

HERTFORDSHIRE EDUCATION COMMITTEE

ST. CLEMENT DANES SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Hertfordshire Education Department, to whom applications should be sent by 15th March, 1976.

KENT COUNTY COUNCIL EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Kent Education Department, to whom applications should be sent by 15th March, 1976.

LEICESTERSHIRE EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Leicestershire Education Department, to whom applications should be sent by 15th March, 1976.

MANCHESTER EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Manchester Education Department, to whom applications should be sent by 15th March, 1976.

SANDWELL EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Sandwell Education Department, to whom applications should be sent by 15th March, 1976.

WAKEFIELD (City of) METROPOLITAN DISTRICT

ATREDALE HIGH SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Wakefield Education Department, to whom applications should be sent by 15th March, 1976.

WOLVERHAMPTON EDUCATION COMMITTEE

HUNGERFILL SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Wolverhampton Education Department, to whom applications should be sent by 15th March, 1976.

HERTFORDSHIRE EDUCATION COMMITTEE

ST. CLEMENT DANES SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Hertfordshire Education Department, to whom applications should be sent by 15th March, 1976.

KENT COUNTY COUNCIL EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Kent Education Department, to whom applications should be sent by 15th March, 1976.

LEICESTERSHIRE EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Leicestershire Education Department, to whom applications should be sent by 15th March, 1976.

MANCHESTER EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Manchester Education Department, to whom applications should be sent by 15th March, 1976.

SANDWELL EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Sandwell Education Department, to whom applications should be sent by 15th March, 1976.

WEST SUSSEX EDUCATION COMMITTEE

THE ANTONY SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, West Sussex Education Department, to whom applications should be sent by 15th March, 1976.

WOLVERHAMPTON EDUCATION COMMITTEE

HUNGERFILL SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Wolverhampton Education Department, to whom applications should be sent by 15th March, 1976.

HERTFORDSHIRE EDUCATION COMMITTEE

ST. CLEMENT DANES SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Hertfordshire Education Department, to whom applications should be sent by 15th March, 1976.

KENT COUNTY COUNCIL EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Kent Education Department, to whom applications should be sent by 15th March, 1976.

LEICESTERSHIRE EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Leicestershire Education Department, to whom applications should be sent by 15th March, 1976.

MANCHESTER EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

Required for September, 1976

Teacher for Girls' Physical Education Throughout the School (Scale 1)

Applications are invited from suitably qualified and experienced teachers to take up the post in the above school from September, 1976.

Information is available from the Director of Education, Manchester Education Department, to whom applications should be sent by 15th March, 1976.

SANDWELL EDUCATION COMMITTEE

ST. JOHN'S SCHOOL (12-18 Comprehensive Mixed)

Headteacher: T. Hughes, J.A.

[illegible]

Mr. Taunton
(Group 3)
HEAD
Closing date 22nd March.

Central C.E. V.C. Infants, Wells (Group 4)
HEAD
Timberscombe C.E. V.A. First, Nr. Minehead
(Group 1)
HEAD
School House Available.
For primary headship, posts application forms and
Further details (S.A.E.) from Staffing (T) Section, Education
Department, County Hall, Taunton.

Primary

Hindhayes County Infants, Street (245)
Experienced teacher, scale 2, for top infants. Responsibility for Music.

Combe St. Nicholas C.E. V.A. Primary,
Nr. Chard (78)
Assistant teacher, scale 1, for 6-8 year olds, with music if possible. Member of the Church of England required. Previous applicants will be re-considered on request.

Watchet County First, Watchet (173)
Adaptable teacher, scale 1, for younger children. Nursery experience an advantage.

Pen Mill County Infants, Yeovil (173)
Qualified infant teacher, scale 1, Co-operative teaching situation. Re-modelled school.

Holy Trinity V.C. First, Frome (240)
Teacher, scale 1, good pianist required. New premises this year. Application form (S.A.E.) from Mrs Fear, 84 Windsor Crescent, Frome.

HERTFORDSHIRE COUNTY COUNCIL

NORTH HERTS COLLEGE

Applications are invited from suitably qualified graduates for the post of

PRINCIPAL

of this new College, which will be formed in September 1976, following reorganisation of the further education facilities in North Hertfordshire. The College will operate initially on the sites of the present Leitchwood and Hildon Colleges and the long-term objective is to concentrate the work on the Hildon site. Both the existing Colleges are housed in modern buildings conveniently near to the town centres.

This post offers plenty of scope to candidates with particular interest in the development of further education and the ability to carry through successfully a major reorganisation of facilities. The salary group proposed initially for the new College under the 1975 Burnham Further Education Report is S.

Further details of the post are available from the County Education Officer (Ref: G1M), County Hall, Hertford, to whom applications should be submitted by 26 March, 1976.

COLWYN BAY, NORTH WALES LLANDRILLO TECHNICAL COLLEGE CLWYD AND GWYNEDD EDUCATION AUTHORITIES

VICE-PRINCIPAL

Applications are invited for this post which will become vacant on September 1, 1976, on the appointment of the present Vice-Principal to the post of Principal. The College, which is jointly administered by Clwyd and Gwynedd Education Authorities, is situated midway between Colwyn Bay and Llandudno.

The work of the College is organized in four departments: Engineering, Construction and Science; Commerce and Liberal Studies; Hotelkeeping and Catering; and Fashion and Health.

Salary: Group 4 College.

Application forms and further details are available from the Principal, Llandrillo Technical College, Llandudno Road, Colwyn Bay LL28 4HZ. Closing date for applications: April 5, 1976.

London Borough of Barnet Barnet College of Further Education

VICE- PRINCIPAL

required from September 1st, 1976.

Salary within range for Group 5.

Further details and application forms available from the Principal at the College, Wood Street, Barnet, Herts.

Closing date for applications 31st March, 1976.

J. Dawkins
Director of Educational Services

HAMPSHIRE

Basingstoke Technical College

Principal: Robin G. Higgin, M.A. (Oxon.), A.C.S., A.M.B.I.M.

Applications are invited from suitably qualified and experienced persons for the post of

Head of Department of General Studies

(Grade IV)

for 1st September, 1976.

Full details and application forms from the Registrar, Basingstoke Technical College, Woking Road, Basingstoke, Hampshire (Telephone 0256 85551).

Closing date for receipt of applications: 26th March, 1976.

PREPARATORY Other Appointments continued

LONDON NW1
NORTH HILLS HOUSE SCHOOL
Required for September, 1976. A CLASS TEACHER for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, North Hills House School, 14 Gloucester Close, London, N.W.1.

LONDON NW1
NORTH HILLS HOUSE SCHOOL
Required for September, 1976. A CLASS TEACHER for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, North Hills House School, 14 Gloucester Close, London, N.W.1.

LONDON NW3
NORTH BRIDGE HOUSE SCHOOL
Required for September, 1976. A CLASS TEACHER for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, North Bridge House School, 14 Gloucester Close, London, N.W.3.

LONDON SW7
NORTH BRIDGE HOUSE SCHOOL
Required for September, 1976. A CLASS TEACHER for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, North Bridge House School, 14 Gloucester Close, London, S.W.7.

MIDDLESEX
ST. MARTIN'S SCHOOL
Required for September, 1976. Two CLASS TEACHERS for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, St. Martin's School, 14 Gloucester Close, London, MIDDLESEX.

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Required for September, 1976. Two CLASS TEACHERS for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, St. Martin's School, 14 Gloucester Close, London, MIDDLESEX.

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SOMERSET
ST. CHRISTOPHER'S COLLEGE
PREPARATORY BOARDING AND DAY SCHOOL
Barnham-on-Sea
Required for September, 1976. A CLASS TEACHER for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, St. Christopher's College, Barnham-on-Sea.

SOMERSET
TAUNTON JUNIOR SCHOOL
Required for September, 1976. A CLASS TEACHER for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, Taunton Junior School, Taunton, Somerset.

SURREY
CRANSHAW PREPARATORY SCHOOL
Required for September, 1976. A CLASS TEACHER for a form of 10 to 12 years, and another for a form of 11 to 13 years. Post is resident with some Housemistress. Salary: £2,400 p.a. plus London Weighting. Apply to the Headmistress, Cranshaw Preparatory School, Cranshaw, Surrey.

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COLWYN BAY, NORTH WALES LLANDRILLO TECHNICAL COLLEGE CLWYD AND GWYNEDD EDUCATION AUTHORITIES

Applications are invited for the following posts from September 1, 1976:

DEPARTMENT OF COMMERCE AND LIBERAL STUDIES
Senior Lecturer as Course Coordinator for Secretarial and Office Studies.
Lecturer Grade II in English Studies Subjects.
Lecturer Grade I in Commercial Subjects including Commerce, Book-keeping, and Commercial Mathematics.

DEPARTMENT OF FASHION AND HEALTH
Lecturer Grade I in Art and Crafts.
Lecturer Grade I in Beauty Therapy.
Lecturer Grade I in Hairdressing and Boardwork.

DEPARTMENT OF ENGINEERING, CONSTRUCTION AND SCIENCE
Lecturer Grade I in Related Subjects for Motor Vehicle and Engineering Courses.

All applicants should have good academic or professional qualifications, and a recognized teaching qualification would be an advantage. Where relevant, applicants should also have appropriate business or industrial experience. Application forms and further details are available from the Principal, Llandrillo Technical College, Llandudno Road, Colwyn Bay, Clwyd LL28 4HZ. Closing date for applications: March 24, 1976.

London Borough of Redbridge Chief Education Officer: J. E. Fordham, B.A. REDBRIDGE TECHNICAL COLLEGE Required from 1st September, 1976 (or earlier if possible)

VICE- PRINCIPAL

Salary in Group IV range at present £7,768 inclusive of London Weighting of £267.

This post arises due to promotion of the present Vice-Principal. Candidates should be graduates and have sound teaching and administrative experience in further education establishments.

Assistance with removal expenses is available in approved cases.

Application forms and further particulars may be obtained from the Education Officer, P.O. Box No. 11, 258/259 High Road, Ilford, Essex, to whom they should be returned by 22nd March, 1976.

NORTH EAST SURREY COLLEGE OF TECHNOLOGY Reigate Road, Ewell, Surrey Principal: B. Haynes, B.Sc., Dip.Ed., C.C.Chem., F.R.I.C. (A constituent College of the Kingston Regional Management Centre)

DEPARTMENT OF BUSINESS & GENERAL STUDIES
Management Studies Group
LECTURER II IN MANAGEMENT (MARKETING OR INDUSTRIAL RELATIONS)

To join a team of lecturers engaged in a full growing programme of management studies courses mainly in the client based, short courses field.

Salary: Lecturer II, £3,279-£5,493, £141 per annum London Allowance payable. Generous relocation expenses in approved cases. Stamped addressed foolscap envelope please for further particulars and application to be returned within 14 days.

SURREY COUNTY COUNCIL

ISLE OF MAN BOARD OF EDUCATION College of Further Education

Applications are invited for Lecturers Grade I required from 1st September, 1976, to teach the following subjects:

Department of Art
MANAGEMENT (for ladies) to full-time and part-time day release students in the College. An Advanced Certificate in Art is required. Candidates in Hairdressing is required along with a knowledge of fashion and good drawing.

Department of Business Studies
ACCOUNTS AND COMMERCE to O.N.D. and O.N.C. in Business Studies and full-time students on Secretarial Courses O.N.C. level. Additional O.N.C. and O.N.D. subjects would be an advantage.

Department of Catering
CATERING to assist with the teaching of City and Guilds 706/3 course (Hot, Kitchen, Pastrywork) and to teach some knowledge of food service, to teach these subjects to full-time and part-time trade students and "sample" courses.

Department of General Education
GENERAL STUDIES to teach general studies and economic sociology to advanced level. The ability to offer social and history will be an added qualification.

Department of Health Education
GENERAL STUDIES to teach health education, to assist with the history will be an added qualification. A contribution to the general duties associated with the courses. A contribution to the history will be an added qualification. Applicants for all posts should be suitably qualified with relevant experience and preferably teacher training. Application forms and further particulars obtainable from the Principal, College of Further Education, High Street, Douglas, to whom completed forms should be returned by 2nd April, 1976.

COLLEGES OF FURTHER EDUCATION continued

WARWICKSHIRE
COLLEGE OF FURTHER
EDUCATION
Barnes Road, Rugby
Telephone No. Rugby 7611/2
Principal: Mr. H. H. Jones

Applications are invited for the following posts from September 1, 1976:

DEPARTMENT OF COMMERCE AND LIBERAL STUDIES
Senior Lecturer as Course Coordinator for Secretarial and Office Studies.
Lecturer Grade II in English Studies Subjects.
Lecturer Grade I in Commercial Subjects including Commerce, Book-keeping, and Commercial Mathematics.

DEPARTMENT OF FASHION AND HEALTH
Lecturer Grade I in Art and Crafts.
Lecturer Grade I in Beauty Therapy.
Lecturer Grade I in Hairdressing and Boardwork.

DEPARTMENT OF ENGINEERING, CONSTRUCTION AND SCIENCE
Lecturer Grade I in Related Subjects for Motor Vehicle and Engineering Courses.

All applicants should have good academic or professional qualifications, and a recognized teaching qualification would be an advantage. Where relevant, applicants should also have appropriate business or industrial experience. Application forms and further details are available from the Principal, Llandrillo Technical College, Llandudno Road, Colwyn Bay, Clwyd LL28 4HZ. Closing date for applications: March 24, 1976.

London Borough of Redbridge
Chief Education Officer: J. E. Fordham, B.A.
REDBRIDGE TECHNICAL COLLEGE
Required from 1st September, 1976
(or earlier if possible)

VICE- PRINCIPAL

Salary in Group IV range at present £7,768 inclusive of London Weighting of £267.

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NORTH EAST SURREY COLLEGE OF TECHNOLOGY Reigate Road, Ewell, Surrey Principal: B. Haynes, B.Sc., Dip.Ed., C.C.Chem., F.R.I.C. (A constituent College of the Kingston Regional Management Centre)

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Management Studies Group
LECTURER II IN MANAGEMENT (MARKETING OR INDUSTRIAL RELATIONS)

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Department of Business Studies
ACCOUNTS AND COMMERCE to O.N.D. and O.N.C. in Business Studies and full-time students on Secretarial Courses O.N.C. level. Additional O.N.C. and O.N.D. subjects would be an advantage.

Department of Catering
CATERING to assist with the teaching of City and Guilds 706/3 course (Hot, Kitchen, Pastrywork) and to teach some knowledge of food service, to teach these subjects to full-time and part-time trade students and "sample" courses.

UNIVERSITY OF LAGOS LAGOS

Applications are invited from suitably qualified candidates for the following posts in the Department of Chemistry, University of Lagos.

1. PROFESSOR OF:

- (i) Inorganic Chemistry/
Physical Chemistry
- (ii) Organic Chemistry/

2. ASSOCIATE PROFESSOR IN:

- (i) Inorganic Chemistry/
Organic Chemistry
- (ii) Physical Chemistry

QUALIFICATIONS:

Candidates for (1) and (2) must have a good honours degree and a doctorate degree; they must have had several years of teaching and research experience; provide evidence of independent research and publications in reputable journals and must also possess some administrative experience. Preference will be given to those candidates whose area of specialisation or research interest is in one of the following fields:

- (i) Natural Products
- (ii) Nuclear Magnetic Resonance Spectroscopy
- (iii) Chemical Kinetics
- (iv) Organometallic Chemistry
- (v) X-Ray Crystallography

In addition, candidates must be able to initiate and direct research in the department.

DUTIES:

The main duties of all candidates will be teaching at all levels of course for a three year programme leading to B.Sc. (Combined) and (Special) Honours degree in Chemistry. They will also be required to conduct tutorials, seminars and take on such administrative responsibility as the Head of Department may from time to time assign to them.

SCALE OF SALARY:

Professor GL 16
N11,268-N12,420
Associate Professor GL 14
N8,888-N9,828

CONDITIONS OF SERVICE:

Appointment which is either on a permanent or on a contract basis will commence as from 1st September, 1976, or as soon as possible thereafter. Non-contract appointees will be on probation for the first three years, and will be considered for confirmation thereafter if their services are considered satisfactory. Economy class or first class sea passages where applicable are paid for appointees, wife and up to five children on appointment, and for home leave and on termination. An appointee also entitled to car allowance and a superannuation scheme in which the University contributes a sum equal to 18% of salary. University also provides an appointee with partly furnished accommodation at rental not exceeding 7% of salary, or rent allowance of between N480 and N720 per annum in lieu of university accommodation.

METHOD OF APPLICATION:

Detailed applications (10 copies) should include candidate's detailed curriculum vitae as follows:

- (i) full names
- (ii) place and date of birth
- (iii) nationality and marital status
- (iv) number and ages of children
- (v) permanent home address
- (vi) academic qualifications
- (vii) detailed list of publications (including names of journals and dates of publication)
- (viii) statement of experience (including full details of former and present posts)
- (ix) other activities outside normal university work
- (x) names and addresses of referees and proposed date of availability for duties if appointed
- (xi) in addition to stating the names and addresses of three referees, applicants should request their referees to forward references on their behalf direct to the Registrar.

CLOSING DATE:

Applications and any supporting material should be addressed to the:

Senior Assistant Registrar (Appointments),
(Appointments Office),
University of Lagos,
Akoka, Yaba, Lagos, Nigeria

to reach him not later than 2nd April, 1976

Further particulars of posts may also be obtained from the Senior Assistant Registrar (Appointments), as above.

COLLEGES OF FURTHER EDUCATION Appointments continued

WIRRAL (Metropolitan Borough of)

WALLASEY COLLEGE OF
FURTHER EDUCATION
Tel: 639 1291

DEPARTMENT OF MECHANICAL ENGINEERING

LECTURER in MARINE
ENGINEERING in commerce
from 1st September 1976
Salary: £2,400 to £3,377

Form of application from
the Principal, College,
Wallasey, Wirral, Merseyside
closing stamped addressed to
be received by 26th March, 1976.

BIRKENHEAD COLLEGE OF TECHNOLOGY

LECTURER in MARINE
ENGINEERING in commerce
from 1st September 1976
Salary: £2,400 to £3,377

Form of application from
the Principal, College,
Wallasey, Wirral, Merseyside
closing stamped addressed to
be received by 26th March, 1976.

DEPARTMENT OF MECHANICAL ENGINEERING

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ENGINEERING in commerce
from 1st September 1976
Salary: £2,400 to £3,377

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closing stamped addressed to
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CANADA

MEMORIAL UNIVERSITY OF
NEWFUNDLAND
DEPARTMENT OF GEOGRAPHY
Physical Geography, Professor
of Geography, Memorial University
of Newfoundland, St. John's, Nfld.
A1B X6A1, Canada. Tel: 709/536-1234
Applications close June 26, 1976.
The Department of Geography
at Memorial University of
Newfoundland is seeking a
lecturer in Physical Geography.
The successful candidate will
be responsible for teaching
Physical Geography and
supervising the work of
graduate students. The
candidate should have a
Ph.D. in Geography and
teaching experience. Salary
and conditions of service
will be commensurate with
experience and qualifications.
Further particulars and
application forms may be
obtained from the
Department of Geography,
Memorial University of
Newfoundland, St. John's,
Newfoundland, Canada.

LONDON THE UNIVERSITY KING'S COLLEGE

DEPARTMENT OF FRENCH
Applications are invited for
the post of TUTORIAL
STUDENT in French, to
teach in the Department of
French, King's College,
London. The successful
candidate will be responsible
for the teaching of French
to students in the
Department of French,
King's College, London.
The candidate should have
a Ph.D. in French and
teaching experience. Salary
and conditions of service
will be commensurate with
experience and qualifications.
Further particulars and
application forms may be
obtained from the
Department of French,
King's College, London.

The award amounts to
£1,300 a year with free tuition
in the College.

ST. ANDREWS THE UNIVERSITY

DEPARTMENT OF FRENCH
Applications are invited for
the post of TUTORIAL
STUDENT in French, to
teach in the Department of
French, St. Andrews
University, St. Andrews,
Scotland. The successful
candidate will be responsible
for the teaching of French
to students in the
Department of French,
St. Andrews University.
The candidate should have
a Ph.D. in French and
teaching experience. Salary
and conditions of service
will be commensurate with
experience and qualifications.
Further particulars and
application forms may be
obtained from the
Department of French,
St. Andrews University.

Applications (two copies)
should be sent to the
Principal, St. Andrews
University, St. Andrews,
Scotland. The successful
candidate will be responsible
for the teaching of French
to students in the
Department of French,
St. Andrews University.
The candidate should have
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St. Andrews University.

UNIVERSITY APPOINTMENTS

are also advertised in
THE TIMES
HIGHER EDUCATION
SUPPLEMENT

Universities

CANADA
UNIVERSITY OF
ALBERTA
Applications are invited for
the post of TUTORIAL
STUDENT in French, to
teach in the Department of
French, University of
Alberta, Edmonton, Canada.
The successful candidate will
be responsible for the
teaching of French to
students in the
Department of French,
University of Alberta.
The candidate should have
a Ph.D. in French and
teaching experience. Salary
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Further particulars and
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University of Alberta.

THE POLYTECHNIC OF NORTH LONDON

Applications are invited from
serving teachers in schools
and colleges of further education
for a number of
Teacher Fellowships. The
successful candidate will be
responsible for teaching
Physical Education in the
Department of Physical
Education, The Polytechnic
of North London. The
candidate should have a
Ph.D. in Physical Education
and teaching experience. Salary
and conditions of service
will be commensurate with
experience and qualifications.
Further particulars and
application forms may be
obtained from the
Department of Physical
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of North London.

Applications (two copies)
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Principal, The Polytechnic
of North London, Holloway
Road, London N7 8DS.

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for a number of
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successful candidate will be
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Physical Education in the
Department of Physical
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Further particulars and
application forms may be
obtained from the
Department of Physical
Education, The Polytechnic
of North London.

Applications (two copies)
should be sent to the
Principal, The Polytechnic
of North London, Holloway
Road, London N7 8DS.

THE POLYTECHNIC OF NORTH LONDON

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Road, London N7 8DS.

JORDANHILL COLLEGE OF EDUCATION / GLASGOW

LECTURER IN PSYCHOLOGY

The Governors invite applications for the post of Lecturer in the Department of Psychology. Applicants are invited from persons holding an Honours degree in Psychology or equivalent, with teaching and research experience. The successful applicant will be placed on the scale will be determined in relation to their salary at the time of appointment.

This appointment will be from September 1, 1976, or such other date as may be agreed. The salary scale for this post will be from £3,216 to £6,495 with 15 points and increments of approximately £200 each, and the point at which the successful applicant will be placed on the scale will be determined in relation to their salary at the time of appointment.

Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 76 SOUTHBRIDGE DRIVE, GLASGOW G3 7PP. Completed forms should be returned not later than Thursday, March 25, 1976.

STRANMILLIS COLLEGE BELFAST

Principal: JAMES POMFREY, M.A., B.Sc., M.Ed.

Stranmillis College is a College of Education of 1,200 students who are preparing to teach in primary, secondary and tertiary schools through the Certificate (3 years), B.Ed. Degree (4 years), and Postgraduate (1 year) courses. The College is non-denominational; there is no religious test.

The College is pleasantly situated in an attractive wooded estate of some 45 acres, in a quiet residential neighbourhood on the outskirts of the City of Belfast. New building projects to the value of £1 million have been completed in the last eight years.

HEAD OF EDUCATION DEPARTMENT (Re-advertisement)

As organized at present, all members of the department, according to their teaching experience, participate in courses in curriculum and assessment, and in the study practice of students in primary, secondary and all types of secondary schools. According to specific qualifications, they also undertake teaching in history, comparative studies, philosophy, psychology, and sociology, as related to education.

It is likely that a three-year Pass and a four-year Honours B.Ed. Degree will be introduced in the near future.

The Department has the equivalent of twenty-nine full-time staff. Salary: Under the pre-1976 scales (the same as the corresponding P.H.S. Scales) the post carried the grade of Principal Lecturer, plus the maximum allowance. Under the new scales, not yet finally agreed, it is likely to be Grade VI Head of Department (£5,037 to £8,913).

Assistance with removal expenses from outside Northern Ireland. Further information about the College and the appointment, and a form of application, may be obtained from the Secretary, Stranmillis College, Belfast BT9 5DY. Applications should be received not later than Friday, April 2nd, February, 1976.

JORDANHILL COLLEGE OF EDUCATION / GLASGOW

Joint Lectureship

The Governors invite applications for a JOINT LECTURESHIP TO THE SCOTTISH SCHOOL OF PHYSICAL EDUCATION AND THE COLLEGE DEPARTMENT OF PHYSIOLOGY.

The person appointed will be involved in the teaching of the B.Sc. Degree in Physical Education validated by the CNA, and consideration will be given to candidates qualified to contribute to any of the following areas:

- (a) Resource-Based Learning.
- (b) The Education of the Disadvantaged.
- (c) Educational Psychology.
- (d) Psychological Aspects of Guidance.

The successful candidate will be required to have a professional qualification in Psychology or Education, accompanied by a proven interest and ability in Physical Education.

Candidates have to be fully registered teachers or eligible for full registration with the General Teaching Council. Other things being equal, preference would be given to candidates with the ability to contribute to practical work in Physical Education.

The salary scale for this post is —
£3,216 to £6,495, with 16 points and increments of approximately £200 each.

The point at which the successful applicant will be placed on the scale will be determined in relation to his or her salary at the time of appointment. Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, 76 SOUTHBRIDGE DRIVE, GLASGOW G3 7PP. Completed forms should be returned not later than Friday, 28th March, 1976.

Music from The Schools Prom

The Times
Educational Supplement
is producing a
longplaying record
album of the first
ever Schools Prom.

The album, which will consist of
two records, features music—
recorded live at the Albert Hall—
by all twelve groups which took part.

The double record album is available
from Times Newspapers at
£3.75 incl. postage and package.

Orders and enquiries should be sent to
Shirley Green,

The Times Educational Supplement,
Room 256, P.O. Box 7,
New Printing House Square,
Gray's Inn Road, London WC1X 8EZ.

Payment should accompany the order
and be payable to
Times Newspapers Limited.

PLEASE ALLOW 28 DAYS FOR DELIVERY

UNIVERSITIES continued

Fellowships Studentships and Research Awards

LONDON

THE UNIVERSITY INSTITUTE OF UNITED STATES STUDIES

TEACHER FELLOWSHIPS
The Institute of United States
Studies at the University of
London proposes to award two
Teacher Fellowships, each to
the value of £1,000, for one
year during the session 1976-77.
Applicants should be holders of
a first class honours degree in
Education or a related subject,
and should have at least two
years' experience of teaching
in a secondary school. The
successful candidates will be
appointed to teach in the
Department of Education,
University of London, and will
be expected to contribute to
the work of the Department
and to undertake research in
Education.

For further details write to
the Secretary, Institute of
United States Studies, 100
Gower Street, London WC1E 6BP.
Applications should be returned
by 25th March, 1976.

MANCHESTER

THE UNIVERSITY

Applications are invited from
qualified candidates for a temporary
post for one year from 1st
September 1976 to 31st August 1977.
Applicants should have a first
class honours degree in Education
or a related subject, and should
have at least two years' experience
of teaching in a secondary school.
The successful candidate will be
appointed to teach in the
Department of Education,
University of Manchester, and
will be expected to contribute
to the work of the Department
and to undertake research in
Education.

For further details write to
the Secretary, Institute of
United States Studies, 100
Gower Street, London WC1E 6BP.
Applications should be returned
by 25th March, 1976.

WALES

THE UNIVERSITY OF SWANSEA

SCHOOLMASTER FELLOWSHIP
Applications are invited from
qualified candidates for a temporary
post for one year from 1st
September 1976 to 31st August 1977.
Applicants should have a first
class honours degree in Education
or a related subject, and should
have at least two years' experience
of teaching in a secondary school.
The successful candidate will be
appointed to teach in the
Department of Education,
University of Swansea, and
will be expected to contribute
to the work of the Department
and to undertake research in
Education.

For further details write to
the Secretary, Institute of
United States Studies, 100
Gower Street, London WC1E 6BP.
Applications should be returned
by 25th March, 1976.

LANCASHIRE

EDUCATION COMMITTEE ADULT EDUCATION

Applications are invited from
qualified candidates for a temporary
post for one year from 1st
September 1976 to 31st August 1977.
Applicants should have a first
class honours degree in Education
or a related subject, and should
have at least two years' experience
of teaching in a secondary school.
The successful candidate will be
appointed to teach in the
Department of Education,
University of Lancashire, and
will be expected to contribute
to the work of the Department
and to undertake research in
Education.

For further details write to
the Secretary, Institute of
United States Studies, 100
Gower Street, London WC1E 6BP.
Applications should be returned
by 25th March, 1976.

LEICESTERSHIRE

HEAD OF COMMUNITY EDUCATION

For further details see the
entry under "Further
Education".

It is hoped to make the appointment
with effect from 1st September
1976.

Salary on the P.H.S. Scale
for a Head of Community
Education, Grade II (£5,037 to
£8,913).

Please write for full details from
the Secretary, Leicestershire
Education Committee, 100
Gower Street, London WC1E 6BP.
Applications should be returned
by 25th March, 1976.

KENT CHURCH COLLEGE

Applications are invited for the
post of Lecturer in Physical
Education, to teach in the
Department of Physical
Education, Church College,
Canterbury. The successful
candidate will be responsible
for the teaching of Physical
Education to students in the
Department of Physical
Education, Church College,
Canterbury. The candidate
should have a Ph.D. in
Physical Education and
teaching experience. Salary
and conditions of service
will be commensurate with
experience and qualifications.
Further particulars and
application forms may be
obtained from the
Department of Physical
Education, Church College,
Canterbury.

Applications (two copies)
should be sent to the
Principal, Church College,
Canterbury.

LEICESTERSHIRE EDUCATION COMMITTEE

Applications are invited from
qualified candidates for a temporary
post for one year from 1st
September 1976 to 31st August 1977.
Applicants should have a first
class honours degree in Education
or a related subject, and should
have at least two years' experience
of teaching in a secondary school.
The successful candidate will be
appointed to teach in the
Department of Education,
University of Leicestershire, and
will be expected to contribute
to the work of the Department
and to undertake research in
Education.

THE POLYTECHNIC HUDDERSFIELD

ASSISTANT REGISTRAR (Examinations)—AP3 £2,922-£3,282

Applications are invited from candidates with previous administrative experience for this post in the Registry. The possession of appropriate academic or professional qualifications would be an advantage. The successful applicant will be responsible to the Registrar for the Examinations Section of the Polytechnic including the conduct of examinations.

Application forms and further particulars from the Establishment Office, The Polytechnic, Queensgate, Huddersfield HD1 3DH.

Applications should be returned by March 26, 1976.

A.E.R.O.

The Air Education and Recreation Organisation wishes to appoint, for one year in the first instance, a

Part-time National Secretary

to work from an office at present in Camberley, Surrey. Duties will be to act as Secretary to the Organisation's National Committee and to conduct the activities of A.E.R.O. under the direction of that Committee, providing an information service for, and maintaining good liaison with, schools, colleges and education authorities, and with industry. Some knowledge of or direct interest in the air would be a distinct advantage, together with proven administrative experience at a responsible level and knowledge of the education system in Britain. Secretarial services will be made available. Commencing date, preferably during April 1976, hours of work and remuneration will be by arrangement with the successful candidate; it is envisaged that, for a half-time appointment, remuneration would be not less than £2,000 a year. There are no age limits.

Letters of application within 10 days to:

G. R. Potter, Hon. Treasurer, A.E.R.O., Education Department, County Hall, Chichester, PO1 1RF, from whom further particulars may be obtained on receipt of a.s.e.

EDUCATION DEPARTMENT

Educational Psychologist

£3,900-£6,860

Minimum salary on appointment will be £5,100 if aged 30 years or more, or £5,895 if aged 35 years or more. Must hold an honours degree in Psychology and have recognised post-graduate professional training and relevant teaching experience.

There will be considerable opportunities for development of special interests within the work of the school based Psychological Service.

Application forms from the Establishment Officer, Town Hall, Barnsley, Tel: 3232, Ext. 457. Closing date 2nd April, 1976.

BARNESLEY METROPOLITAN BOROUGH COUNCIL

Educational Psychologist

Salary will be within the Southbury range £6051-£6660 for appropriately qualified educational psychologist. In addition to the statutory assessment and therapeutic work, the successful applicant will be encouraged to become actively engaged in the in-service training of teachers. Persons having areas of special interest will be welcomed.

Assistance is given with removal and resettlement expenses in approved cases and a casual car user allowance is payable.

Informal enquiries to the Principal Educational Psychologist, R. Blakey, Dudley 214311. Further particulars and application forms from Director of Education, 2 St. James's Road, Dudley, West Midlands, DY1 3NU. Closing date 29 March 1976.

DUDLEY

ADMINISTRATION General continued

NEWCASTLE upon Tyne (City of)

EDUCATION COMMITTEE MEMBERSHIP

A challenging new appointment. Newcastle upon Tyne seeks to establish a service for professional handling of the Education Committee. The successful candidate will be responsible for the day-to-day running of the Committee and will be expected to provide an advisory service to the Council and the Committee. The successful candidate will be expected to provide an advisory service to the Council and the Committee. The successful candidate will be expected to provide an advisory service to the Council and the Committee.

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

SOUTHAMPTON THE UNIVERSITY

ADMINISTRATIVE ASSISTANT

Applications are invited from graduates for an administrative assistant post in the Faculty of Medicine. The successful candidate will be responsible for the day-to-day running of the Faculty and will be expected to provide an advisory service to the Council and the Committee. The successful candidate will be expected to provide an advisory service to the Council and the Committee.

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

SCHOOL Meetings and Conferences

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

Child Care

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

OXFORDSHIRE SCHOOL LEADERSHIP

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Closing date: 24th March, 1976.

Educational Psychologists

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

NORFOLK COUNTY COUNCIL

EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST (CRITICAL AREA)

To join a well established team based at the County Education Department, Norwich. The successful candidate will be responsible for the day-to-day running of the Faculty and will be expected to provide an advisory service to the Council and the Committee. The successful candidate will be expected to provide an advisory service to the Council and the Committee.

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

Redbridge

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

Senior Education Officer (Further Education)

P.O. 2/3—£7,167-£7,842

(Including London Weighting)

Commencing salary according to qualifications and experience

For this key post candidates should have a good degree, varied teaching experience and substantial administrative experience. The successful candidate will be responsible to the Chief Education Officer for the Authority's Further Education, Youth and Community and Careers Services.

Principles include assistance with removal and resettlement expenses in approved cases and a casual car user allowance. Local Authority housing may be available if required.

Application forms and further details from John Fortham, Chief Education Officer, Education Office, 110, Essex, 101 1NA, returnable by 22nd March, 1976.

Closing date: 24th March, 1976.

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Closing date: 24th March, 1976.

OLDHAM EDUCATION DEPARTMENT General continued

NEWCASTLE upon Tyne (City of)

EDUCATION COMMITTEE MEMBERSHIP

A challenging new appointment. Newcastle upon Tyne seeks to establish a service for professional handling of the Education Committee. The successful candidate will be responsible for the day-to-day running of the Committee and will be expected to provide an advisory service to the Council and the Committee. The successful candidate will be expected to provide an advisory service to the Council and the Committee.

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

SOUTHAMPTON THE UNIVERSITY

ADMINISTRATIVE ASSISTANT

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Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

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Closing date: 24th March, 1976.

Child Care

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Closing date: 24th March, 1976.

Educational Psychologists

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NORFOLK COUNTY COUNCIL

EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST (CRITICAL AREA)

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(Including London Weighting)

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Closing date: 24th March, 1976.

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD General continued

NEWCASTLE upon Tyne (City of)

EDUCATION COMMITTEE MEMBERSHIP

A challenging new appointment. Newcastle upon Tyne seeks to establish a service for professional handling of the Education Committee. The successful candidate will be responsible for the day-to-day running of the Committee and will be expected to provide an advisory service to the Council and the Committee. The successful candidate will be expected to provide an advisory service to the Council and the Committee.

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SCHOOL Meetings and Conferences

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Closing date: 24th March, 1976.

OXFORDSHIRE SCHOOL LEADERSHIP

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Closing date: 24th March, 1976.

Educational Psychologists

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

NORFOLK COUNTY COUNCIL

EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST (CRITICAL AREA)

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Senior Education Officer (Further Education)

P.O. 2/3—£7,167-£7,842

(Including London Weighting)

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ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD General continued

NEWCASTLE upon Tyne (City of)

EDUCATION COMMITTEE MEMBERSHIP

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OXFORDSHIRE SCHOOL LEADERSHIP

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Closing date: 24th March, 1976.

Educational Psychologists

Further details and application forms are available from the Services Section, Education Department, City of Newcastle, Newcastle upon Tyne, NE1 8PU.

Closing date: 24th March, 1976.

NORFOLK COUNTY COUNCIL

EDUCATION DEPARTMENT EDUCATIONAL PSYCHOLOGIST (CRITICAL AREA)

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